

4-24-1980

## Board of Trustees Minutes, April 24, 1980

Eastern Washington University

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Board of Trustees/Faculty Breakfast

April 24, 1980

Present: F. Enlow, A. Kelly, B. McPhaden, M. Wilson, G. Frederickson, G. Fuglsby, R. Soltero, G. Aplin, D. Breitenfeldt, S. Robinson, M. Johnston, H. Wong, J. Lacerte, C. Miller, B. Williams, B. Morrow, Y. Sloan, B. Kelley, B. Barr, S. Christopher and M. Thompson (recording secretary).

Following are excerpts from comments made at the meeting. Speakers are identified as "B" (Board member) or "U" (University).

U: Should adopt a more aggressive attitude toward change, be willing to explore new programs. Institute of Technological Studies is a good example of change. Where we have lost out is Computer Science degree. WSU has gone ahead with it, and now we can't offer it.

U: We are working on a computer science degree.

U: Also, a possible program in communications.

B: Are your thoughts speaking to internal or BOT?

U: Internal.

U: One area is energy conservation.

B: Physical plant?

U: Was thinking about a degree program. Don't know of anyone turning out graduates in such a program yet.

U: Who manages change in this school? Is anyone specifically charged with this?

U: Two or three people. Loomis manages capital; Manson, enrollment; Johns and Hartman, fiscal. Each has different committees they relate to. The Planning and Budgeting Committee is outside the Senate/Councils structure.

U: Would it be out of line to suggest that what the school needs is an individual charged specifically with forecasting and planning? Is there such a need? Is the process of planning for change working well now? Is it too fragmented?

B: Think idea has much appeal. Speaking as a manager in large corporation. We have a department that does nothing else. Thing that concerns me is the extent to which a state institution as a university can adapt to changes. Can develop much data; can even be very good; it may be right. But then, is the institution prepared, even mechanically, to implement? For example, it is clear cut that any predictions you see show in the next decade or two that there will a substantial reduction in number of people going to college or university. Would be difficult to implement. Would have some qualms about creating a position of this nature because, even if they did a good job, there are too many other factors which enter into decisions.

U: What would you suggest as an alternative to that in responding to change?

B: Do it on a much shorter basis. Like long-range planning in politics.

U: Many of the same things apply to a university. Talking about top-down planning; aggregate scale. Plans from on high have trouble being accepted at lower levels by the people who have the job of implementing.

B: Think you are right. Thing you miss in university situation is that there is much more dedication to corporate goals vs. institutional goals. Corporate plans are developed and must be implemented; there is no choice in the matter for those at lower levels. Much more difficult in university.

B: I would not lean toward a centralized planning system in a university. But there is a planning process that can be managed very well. Thing I have difficulty understanding is what goals are for this university. What are you striving for? If I understood those better, it would seem to make your planning efforts much clearer. Would like to see the academic side of the University, particularly more in clarification of goals. That would be most productive.

U: Think, too, when a corporation decides to set up goals, they aren't as political.

B: Remember the Task Force? It was very fragmented. I assume, when you are talking about identifying goals, you would limit to five or six basic goals. That didn't happen with the Task Force. We were talking in volumes. Was a group something like this where each one sort of said what he or she would like.

U: Most of the planning sessions I have seen at other universities ended up like this. If we don't know where we are going, it is not going to be solved by planning exercises.

B: There were something like 500 people who passed through President Search Committee (on paper). Not one considered an experience of this sort valuable.

B: In my business, we go through that process every year. We replan every year--fine tune. The process is relatively clean. Has problems like anything else. Not a long process. When you are through, you know where you are. Everyone knows what he or she is charged with.

U: Very close to the same thing with the academic planning exercise. Not necessarily dovetailed with institution's goals, though. Maybe we are missing that linkage.

B: Think I have difficulty when pinpointing what the University wants to be. Would be helpful to have that articulated.

U: This is the same tone or feeling that came from the Library Committee. Do faculty members really feel they are meeting goals of the University?

U: Want to raise another question. Deviates from the discussion. One of the main problems we faculty members are expressing. I'll use an example from my department. We hired a good person last year but will be leaving the end of the year for double salary. Another very good one obviously looking elsewhere.



B: That is always going to be the case. I think the reason we have high quality persons is because of the attractions of this area.

U: The process now is that people are hired under term contract. Greatest length of time is three years. During the first year, their energy is applied to the job because they believe they will be retained. Then they learn it probably won't happen so they begin to look elsewhere.

U: The Boston Globe had three pages of ads for computer science people. We must advertise in public papers. Seriously doubt we can hire anybody if they know it would only be for a short time. Regarding the WSU computer program referred to, those people aren't being hired, but we can place our graduates immediately. We have problems getting people to staff and expand our program. I am going on sabbatical next year for retraining. I have lacked time to get out in the real world.

U: The School of Business has three openings. No people available in any of the three. Think it isn't so much the money. If people knew there were an environment where they could get their research done, would make a difference.

B: All of you can see problems. Is anybody willing to say what things we can do? I know salary is extremely important.

U: The main problem is not salaries but some sense of security.

B: Is there a reason why that is, or should be, different from a corporate community?

U: Originally, when this began in 1974, there was a slow down. Needed to have some flexibility in scheduling. Came from administration. Went on 80-10-10 plan: 80 percent on tenure or tenure track; 10 percent part time and 10 percent term contracts. At that time, it was an effort to provide some flexibility. Continues to be something we are concerned about. Causes trouble in terms of employment.

B: Do you think that availability will increase over the next few years in higher education?

U: Do not know.

U: Seems more and more difficult to get tenure.

B: Perhaps should be an investigation of some alternative methods of hiring. Can't believe you would encourage some capable person to come to this campus and then make them leave at the end of three years.

U: What do you do if you have 30 departments? There is very little flexibility. Each one wants to keep everyone they hire. If you let that happen for only a space of three years, all will be tenured.

B: May have to change ways in which you give tenure.

U: Suggestion from Research and Scholarship Committee. Need some encouragement to faculty to do some kind of research. One division is averaging 42 teaching units per faculty member. Should be 36.

U: I suggest they get active in Northwest Institute for Advanced Studies.



## Agenda

### Board of Trustees Eastern Washington University

April 24, 1980

9 a.m., Pence Union Building Council Chambers

#### I. Presidents' Reports

- A. Dr. H. George Frederickson, President, EWU
- B. Mr. Willard "Buzz" Hatch, President, Alumni Association
- C. Dr. Glen Fuglsby, President, Faculty Organization
- D. Mr. Mike Leahy, President, Associated Students

#### II. Consent Items

- A. Approval of the Minutes of the March Board of Trustees Meeting (Attachment II. A.)

#### III. Policy Issues

##### A. Business & Financial

- 1. Special Course Fees (Attachment III. A. 1.)
- 2. Tuition and Fee Collection Policy (Attachment III. A. 2.)

##### B. Policies & Procedures

- 1. Resolution Regarding 2,100,000 Trees Lawsuit (Attachment III. B. 1.)
- 2. MFA in Creative Writing (Attachment III. B. 2.)
- 3. Change in Time for May Board of Trustees Meeting (Attachment III. B. 3.)

#### IV. Information Items

##### A. Building & Planning

- 1. Contractors' Minority Employment and Contracts Awarded Under \$17,500 (Attachment IV. A. 1.)

EASTERN WASHINGTON UNIVERSITY

Board of Trustees  
Minutes

April 24, 1980

The Board of Trustees of Eastern Washington University held a regular meeting on Thursday, April 24, 1980, at 9 a.m. in the Pence Union Building Council Chambers.

BOARD OF TRUSTEES PRESENT

Mr. Andrew P. Kelly, Chairman  
Mr. Bruce McPhaden, Vice Chairman  
Mr. Fred Enlow  
Mrs. Frederick Wilson, Jr.

STAFF PRESENT

Dr. H. George Frederickson, President  
Mr. Fred Johns, Vice President for Business & Finance  
Dr. Gordon Martinen, Vice President for Extended Programs  
Dr. Katherine Sherman, Provost for Academic Affairs  
Dr. Daryl Hagie, Provost for Student Services  
Dr. Duane Thompson, Vice Provost for Graduate & Undergraduate Studies  
Mr. Ken Dolan, Secretary, Board of Trustees  
Mr. John Lamp, Senior Assistant Attorney General  
Dr. Glen Fuglsby, President, Faculty Organization  
Mrs. Isabelle Green, Director, Alumni Relations  
Dr. Donald Horner, Associate Provost for Continuing Education  
Dr. Robert Salsbury, Assistant Provost for Continuing Education  
Mr. Bill Shaw, Controller  
Mr. Skip Amsden, Director, Career Planning & Placement  
Dr. Grant Smith, Chairman, Department of English  
Dr. Wayne Loomis, Director, Facilities Planning  
Mr. Don Manson, Institutional Research Analyst  
Mr. Al Whiteside, Budget Officer  
Mr. Terry Maurer, Director, News Services

MEDIA PRESENT

Mr. Tom Thrun, Cheney Free Press

STUDENTS PRESENT

Mr. Mike Leahy, President, Associated Students  
Mr. Skip Cavanaugh, Vice President Associated Students  
Mr. Curt Jantz, Chairman, AS Finance & Budgeting Board  
Mr. Greg Fazzari, ASEWU Executive Assistant

BUSINESS MEETING

Chairman Kelly called the business meeting to order at 9:10 a.m.

PRESIDENTS' REPORTS

Reports were presented to the Board of Trustees by EWU President H. George Frederickson; Dr. Glen Fuglsby, President of the Faculty Organization; Mrs. Isabelle Green on behalf of Buzz Hatch, President of the Alumni Association; and Mr. Mike Leahy, President of the Associated Students

MINUTES OF THE MARCH BOARD OF TRUSTEES MEETING, Agenda Item II. A.

Motion #04-01-80: "I move that the minutes of the March Board of Trustees meeting be approved as submitted."

SPECIAL COURSE FEES, Agenda Item III. A. 1.

Motion #04-02-80: "I move that the special course fees be approved as submitted."

Motion by McPhaden, seconded by Wilson, approved unanimously.

TUITION AND FEE COLLECTION POLICY, Agenda Item III. A. 2.

Motion #04-03-80: "I move that the tuition and fee collection policy be approved."

Motion by Enlow, seconded by Wilson, approved unanimously.

RESOLUTION REGARDING 2,100,000 TREES LAWSUIT, Agenda Item III. B. 1.

Motion #04-04-80: "I move that the resolution regarding the 2,100,000 Acres of Trees lawsuit be approved."

Motion by McPhaden, seconded by Enlow, approved unanimously.

MFA IN CREATIVE WRITING, Agenda Item III. B. 2.

Motion #04-05-80: "I move that the Master of Fine Arts Degree in Creative Writing be approved."

Motion by Enlow, seconded by Wilson, approved unanimously.



Board of Trustees Minutes  
April 24, 1980  
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CHANGE IN TIME FOR MAY BOARD OF TRUSTEES MEETING, Agenda Item III. B. 3.

Motion #04-06-80: "I move that the time for the May Board of Trustees meeting be changed from 9 a.m. to 10 a.m."

Motion by Wilson, seconded by Enlow, approved unanimously.

INFORMATION ITEMS, Agenda Items IV. A. and B.

No action was required by the Board of Trustees on the information items.

EXECUTIVE SESSION

Chairman Kelly called an executive session at 9:30 a.m. for the purpose of discussing personnel matters. He called the meeting back into regular session at 10:10 a.m.

PERSONNEL ACTIONS, Agenda Item VI.

Motion #04-07-80: "I move that the personnel actions be approved."

Motion by Wilson, seconded by McPhaden, approved unanimously.

NEXT MEETING DATE

The next regular meeting of the Board of Trustees will be held on Thursday, May 22, 1980, at 10 a.m. in the Pence Union Building Council Chambers

ADJOURNMENT

Chairman Kelly adjourned the meeting at 10:15 a.m.

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Andrew P. Kelly, Chairman  
Board of Trustees

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Kenneth R. Dolan, Secretary  
Board of Trustees

EASTERN WASHINGTON UNIVERSITY

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Andrew P. Kelly, Chairman  
Board of Trustees

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Kenneth R. Dolan, Secretary  
Board of Trustees

# Memo



To: Dr. H. George Frederickson, President  
From: Fred S. Johns, Vice President for Business and Finance *FSJ(bvw)*  
Date: April 9, 1980  
Subject: Special Course Fees for Board Approval

The following course fees are submitted for Board approval at the April meeting.

1. Physics 350 (Photography) - increase fee from \$35 to \$45 to cover increased costs of photographic materials. Course offered every quarter.
2. Physics 351 (Photography) - increase fee from \$47.50 to \$55 to cover increased costs of photographic materials. Course offered Spring and Fall Quarters.
3. Physics 440 (Photography) - increase fee from \$47.50 to \$55 to cover increased costs of photographic materials. Course offered Spring Quarter every other year.

FSJ:bwv

CC: K. Sherman  
Dr. Marshall

# Memo



To: H. George Frederickson, President  
From: Fred S. Johns, Vice President for Business and Finance *FSJ*  
Date: April 7, 1980  
Subject: Tuition and Fee Collection Policy

I recommend that the Board of Trustees approve the three recommendations made by the Registrar and the Controller, as outlined on the attached memorandum, concerning the collection of tuition and fees. This will effect compliance with the recommendation made by the state auditor in the audit report for the period July 1, 1975 through June 30, 1978.

The basic recommendation to collect one-half of the tuition and fees due on or before registration was reviewed with the Associated Student Legislature and was approved by them.

FSJ:bvw

Attachment



# Memo



To: Fred S. Johns, Vice President, Business and Finance  
From: <sup>mb</sup>Melanie Bell, Registrar and <sup>shaw</sup>William J. Shaw, Controller  
Date: April 2, 1980  
Subject: Tuition and Fees Collection Policies

As a result of the official state audit examination report of Eastern Washington University for the period of July 1, 1975 through June 30, 1978, the following changes to our tuition fee collection policies are being recommended, to be effective with Fall Quarter, 1980.

## RECOMMENDATIONS

### Recommendation #1:

Students registering before the first class day of the quarter are required to pay at least one-half of the tuition and fees on or before registration, with the remaining amount due on or before the fifteenth class day of the quarter. Students registering for six credit hours or less are required to pay full payment of tuition and fees at the time of registration.

### Recommendation #2:

Students who have failed to pay their balance of tuition and fees on or before the twenty-second class day will be disenrolled and their registration will be cancelled for the quarter.

### Recommendation #3:

Students who seek to have their registration re-instated after the twenty-second class day will be assessed a \$25 re-instatement fee.

/bvw

EASTERN WASHINGTON UNIVERSITY  
Board of Trustees

Resolution 80-02

WHEREAS, there is current litigation, the outcome of which could significantly affect Eastern Washington University; and

WHEREAS, Eastern Washington University's interests in being represented in the lawsuit entitled 2.1 Million Acres of Trees et. al. versus Bert L. Cole would best be served by intervening in the same lawsuit;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of Eastern Washington University by this resolution does hereby direct its Senior Assistant Attorney General to do all things necessary to intervene and participate in the above referenced lawsuit.

This resolution adopted this 24th day of April, 1980.

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Andrew P. Kelly, Chairman  
Board of Trustees

Attest:

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Kenneth R. Dolan, Secretary  
Board of Trustees

# Memo



To: Courtney Jones, Vice President for Business Affairs, Central Washington U.  
Don Cole, Vice President for Business & Financial Affairs, Western Washington U.  
From: Fred S. Johns, Vice President for Business and Finance *Fred*  
Date: March 26, 1980  
Subject: Permanent Normal School Fund

The attached table shows the growth of the Permanent Normal School Fund, and the investment income to the beneficiary institutions, over the past ten years. Over that period, the average annual growth rate in the Fund principal has been 13.5 percent. You can see from the low growth rate of the mid-seventies how the growth of the Fund principal is affected by national economic cycles (the 1974 recession with its depressed construction activity). The average annual increase in investment income to our institutions over the ten year period has been 18.8 percent.

If timber sales from the trust lands are halted by the court, the principal of the Fund and the income that our building accounts are receiving are not in jeopardy, of course, but future growth is. If there is a moratorium of, say, one year in timber cutting, the Fund principal will be deprived of somewhere between six and eight million dollars. And even though investment yields have got to come down from today's unbelievable levels of 15 percent in AA bonds, they are apt to remain high compared to historical levels, so let's assume those six or eight million dollars would have been invested at ten percent. That's about \$250,000 per year less in income to each of our building accounts, every year, forever, up or down a little, as interest rates change over time. If a moratorium should continue for a second year, repeat the process, and so on.

Cheers.

FSJ:bwv

Attachment

CC: H. George Frederickson  
John Lamp  
Ken Dolan



PERMANENT NORMAL SCHOOL FUND

	<u>Fund Balance June 30</u>	<u>Increase Over Prior Year</u>		<u>Investment Income</u>		<u>EWU 1/3 Share</u>
		<u>\$</u>	<u>%</u>	<u>Total</u>	<u>% of Prior June 30 Balance</u>	
1969-70	\$ 17,988	\$ 2,781	18.3%	\$ 838	5.51%	\$ 279
1970-71	21,232	3,244	18.0%	1,105	6.14%	368
1971-72	25,183	3,951	18.6%	1,330	6.26%	443
1972-73	28,687	3,504	13.9%	1,680	6.67%	560
1973-74	30,744	2,057	7.2%	1,948	6.79%	649
1974-75	32,290	1,546	5.0%	2,188	7.12%	729
1975-76	34,721	2,431	7.5%	2,306	7.14%	769
1976-77	41,491	6,770	19.5%	2,620	7.55%	873
1977-78	46,211	4,720	11.4%	3,099	7.47%	1,033
1978-79	53,796	7,585	16.4%	3,568	7.72%	1,189

(All dollar figures in 000's)

# Memo



To: Dr. H. George Frederickson, President

From: Duane G. Thompson, Vice Provost for Graduate and Undergraduate Studies

Date: April 14, 1980 *DGT*

Subject: Master of Fine Arts Degree in Creative Writing

At the April 3, 1980 meeting of the Council for Postsecondary Education, the Council voted unanimously to recommend the approval of Eastern Washington University's proposal for a Master of Fine Arts Degree in Creative Writing. A copy of the CPE staff report is attached.

The proposal has been reviewed and recommended for approval and implementation by the Graduate Affairs Council. A copy of the material approved for inclusion in the 1980-81 Graduate Bulletin is attached.

I recommend that the Board of Trustees approve the program for implementation Fall Quarter 1980.

DGT:v

## Masters of Fine Arts - Creative Writing

Graduate Coordinator: John Keeble, 2100 Patterson Hall, 359-7045

The M.F.A. is an integral part of the total graduate program in English, but is a separate degree. Procedures for admission to Graduate School at Eastern are outlined under Admissions to Graduate Degree Programs in the Graduate Study Bulletin. In addition, a writing sample consisting of 10-20 pages of poetry and 15-20 pages of prose should be submitted with admission forms.

Program Guidelines: Each M.F.A. candidate should spend 6 quarters in residence and complete 72 hours of graduate level coursework. Of the total hours, 8-14 are elective, 16 are to be in English literature, and 30 are to be in Creative Writing courses, 16 in graduate level workshops, 8 in graduate level Form and Theory courses, and 6-12 hours in Thesis.

A student should concentrate on one of four genres: 1) poetry, 2) fiction, 3) non-fiction, and 4) translation. Each student, however, is expected to take coursework in at least one genre in which he or she does not concentrate.

A Secondary Emphasis of 8-10 hours should be pursued in one of the following areas:

- 1) Technical and Professional Writing
- 2) Teaching Composition
- 3) Developmental Instruction
- 4) Teaching English as a Second Language
- 5) Studies in a Modern Language

Variations in these guidelines are possible if, following consultation with a program adviser, a course of study which better fosters the student's development is devised.

Each student will be expected to take a written comprehensive examination in his or her major genre at least one quarter prior to the last quarter of residence. The examination will be based on a reading list composed by the student in consultation with his or her adviser. Finally, and most importantly, each student will submit a thesis of substantial length and publishable quality.



STATE OF WASHINGTON  
COUNCIL FOR POSTSECONDARY EDUCATION

Committee on Academic Affairs  
April 2, 1980

Staff Report:

Eastern Washington University's Proposed  
Master of Fine Arts in Creative Writing Program

I. Introduction

A preliminary staff report on Eastern Washington University's proposal to offer a Master of Fine Arts in Creative Writing was presented to the Council in December, 1979. That report described in some detail the curricular aspects and objectives of the proposed program and raised questions regarding its implementation.

The present report reviews Eastern Washington University's responses to the questions raised in December, as well as the results of additional staff research; examines the evidence of regional, employer, student, and professional need for the MFA; describes program costs; and discusses the relationship of the MFA to the University's role and mission. It concludes with a staff recommendation for the establishment of an MFA/Creative Writing program at Eastern Washington University, with certain qualifications, on the basis of:

- a) the University's commitment to strength in creative writing;
- b) the desirability of providing Washington residents with a range of programs with different objectives and character; and
- c) the planning objective to offer some programs of a unique character in the regional universities.

## II. Review of Curricular Design

Eastern Washington University presently offers an MA option in Creative Writing. The primary reason the university has proposed to discontinue the MA option in favor of the MFA can be summarized with the following remarks taken from the essay, "The MFA and the University," in which Professor Baxter Hathaway explains why Cornell University opted for the MFA:\*

"... on our own terms we were cramped for time. When a young writer came to us in late September with a vague desire to write a novel and we had to approve the finished book by the following May if he was to receive his degree in June (while he was taking several other graduate courses), we learned to expect only a lick and a promise. And his MA degree looked like all other MA degrees."

"We turned from a one-year to a two-year program and gained more time for solid achievement in writing, as well as for more solid indoctrination in the nature of graduate work in the humanities."

The MFA is an artist's degree, designed to allow individuals with creative writing potential the time and opportunity to develop their talents and abilities. The proposed MFA would extend the course of studies in Creative Writing at Eastern from one year to two and from 45 hours to 72.

The course requirements are outlined briefly below:

Creative Writing Courses	30 hr. min.
Traditional Literary Studies	16 hr.
Area of Secondary Emphasis	8 - 10 hr.
Electives	8 - 14 hr.
	<u>72 hr.</u>

Eastern's MFA proposal is unique in that it would require students to pursue a second area of interest, outside of creative writing and literary studies. The objective is to motivate them to consider careers related to writing, since the likelihood that many will be able to earn a living solely by writing and publishing is small.

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\*From EWU proposal



If the proposed program were implemented, the existing MA/Creative Writing option would be eliminated. Current students would be allowed to finish the MA unless they applied and were admitted to the MFA program, which would have a more rigorous set of goals, admission standards and graduation requirements consistent with faculty and student expectations and national standards.

### III. Questions Raised in Preliminary Staff Report

The December, 1979 staff report posed a series of questions about the proposed program. Eastern faculty responded to them, and it will be helpful to review the responses to several of the questions here.

Will the faculty resources for the program be stretched; and is Eastern attempting too much with its graduate English program?

The questions center on Eastern's ability to offer four genres in Creative Writing (Fiction, Nonfiction, Poetry and Translation); most institutions offer two or three, usually poetry, fiction and, perhaps, drama. Of particular importance was Eastern's ability to offer Translation, since the term implies translation from any of a number of languages. Concern was also expressed about the ability of 2.2 FTE faculty to teach and advise 16 FTE graduate students in an intensive writing program, as well as find time to pursue their own creative writing efforts. Eastern Washington University faculty and staff have since outlined 1) the extent to which overlap occurs between genres (a genre is a relatively individual thing, relating primarily to the student's thesis work); and 2) the ability of the creative writing faculty to rely on outside resources.

First, while Eastern's faculty/student ratio is not ideal in view of the applied nature of the program, the ratio can be considered typical at



worst, and good at best. When consulted, program directors at other institutions did not speak in the precise terms of FTE faculty and FTE students; however, most were able to provide illustrative figures. The University of Iowa MFA/Creative Writing program, one of the nation's more prestigious, uses eight faculty to 100 students. It also considers this as one of its selling points. The University of Montana, one of the better known small programs, has a 4:30 faculty/student ratio, as does the University of California, Irvine; however, faculty at both schools also teach undergraduate writing. The University of Arkansas program involves 60 MFA students and 4 FTE faculty; (the program also offers Translation). At the University of Arizona, ten faculty teach 63 MFA students, as well as BA/Creative Writing undergraduates.

Eastern notes that the MFA faculty will be supplemented by 11 English faculty who teach basic background courses in English literature. All graduate students must select 16 hours of courses in English literature, regardless of their professional emphasis. Technical writing, a likely MFA elective or area of secondary emphasis, is taught by two faculty not mentioned in the proposal; and 11 faculty from the Humanities and Modern Languages and Literature departments are available to assist creative writing students, especially those in Translation. (EWU faculty have expertise in Russian, French, German, Spanish, Greek and Latin.) With further regard to the question of Eastern's ability to offer four genres, the thesis is the single most important part of an MFA program. Eastern has key faculty in fiction, poetry, nonfiction and translation to direct student theses and coordinate student programs. Eastern also intends to admit students in such a way as to ensure a reasonable mix and balance among the genres, consistent with faculty resources and expertise.

Most creative writing programs rely on a visiting artists and lecture series to supplement their resident writers staff and to expose students to a variety of writers and writing styles. Eastern plans to expand its visiting writers program, inviting a number of writers to the University and requiring each to spend a week to a quarter on campus and be involved in the evaluation of students in at least one class. Such a requirement necessitates greater financial support from the University, support that will equal, roughly, another staff position. The visiting writers program, however, increases geometrically the talent and resources from which EWU may draw to proportions far greater than if it were to hire additional staff.

How can EWU/the State justify the establishment of a program sure to attract a large proportion of nonresident students?

The December staff report raised the issue of significant nonresident enrollment in creative writing programs. Estimates of directors of other creative writing programs ranged from 40 to 90 percent nonresident enrollment. Eastern expects that approximately 45 percent of its students will pay nonresident fees by the fourth year of operation.

Any of a number of factors influence potential creative writing students' choice of programs; geography is one. A small-scale Council staff survey of MA and MFA graduates\* found that the existence of a writing community or the presence of a particular faculty-writer are the most important factors influencing program choice. (Community is most important to MFA's; MA's attach greater importance to particular faculty members.) The geographical location of a program is the second most important factor to both MA's and MFA's. The availability of a teaching assistantship is also important.

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\*More specifically, the purpose of the survey was to "determine how the MA in Creative Writing compares with the MFA in Creative Writing in terms of the student's experience as a developing professional writer and the search for employment."



It is important to note that all creative writing programs experience high nonresident enrollment. More important, perhaps, is the fact that, while the geographical location of a program is important to potential students, it is also an important factor in choosing a place of residence after graduation. Most creative writing graduates made serious efforts to stay near the city of the university from which they graduated. MFA's appear more successful in this regard, primarily because MA's appear more willing to go where the search for a teaching job takes them. The differences in the character and objectives of individual writing programs and the expectations of the students seeking to enroll would preclude the likelihood that Eastern would be flooded with applications, especially from a transient population.

What will be the effects of the MFA program on the career opportunities of graduates of other programs in the state in a clearly limited employment environment?

First, only two Washington institutions currently offer the MA/English with Creative Writing options--Eastern Washington University and the University of Washington. Both programs were developed relatively recently. Washington State University, Central Washington University, and Western Washington University have dropped their MA/Creative Writing options. Of the three, only Western expects to revitalize its MA/Creative Writing option. (Factors influencing the offering of creative writing programs and options will be discussed in the section on National and Regional Need, below.)

Second, as will be seen later, neither the MA nor MFA is very negotiable. There are not many employers looking for people with either degree.



However, MFA's generally do not see graduate programs as preparation for specific jobs. The range and variety of positions MFA's seek is much greater than is the case with MA's. Graduates with the MA tend to hold strong expectations that they will teach. MFA's also tend to be a bit more optimistic than MA's about the current and future job market for people with creative writing backgrounds--one result, perhaps, of looking beyond teaching as a means to support their interest in writing.

#### IV. National and Regional Need

The most recent inventory of creative writing programs, the AWP 1977-78 Catalogue,\* lists 18 MFA/Creative Writing programs offered by U. S. colleges and universities. Two are offered in the Northwest: at the Universities of Oregon and Montana. Twenty MA/Creative Writing programs and 61 MA/English with Creative Writing options are offered nationally; several by Northwest institutions, most notably Eastern and the University of Washington.

As can be seen from the experience in Washington, creative writing programs appear to be in flux. A half-dozen MFA/Creative Writing programs are emerging at the national level, but others are likely to be dropped. A review of the December, 1979 and February, 1980 MLA Job Information List\*\* and comments received from MA graduates suggest a reason why. Most MLA job listings are for English generalists rather than specialists, which indicates that four-year institutions prefer the flexibility of offering courses or options rather than full programs. The offering of a program commits a university to hiring several specialists. Graduates corroborated this assumption; one particularly resented English department hiring policies:

\*The Associated Writing Programs, a national organization of creative writers and creative writing programs.

\*\*The Modern Language Association Job Information List will be referenced again in the section on Employer Need.

"Those departments which mainly want a good writer will be looking for the MFA. If they want a workhorse, they will hire the MA."

On a smaller scale, it is also costly to maintain several options within a discipline, especially when limited institutional resources and existing faculty strengths make the offering of a particular option difficult. The English Department at Washington State University, for example, was unable to secure tenure for one of its key creative writing faculty. Rather than attempting to keep a minimal creative writing option alive, the department dropped it and reemphasized its interest in maintaining and increasing the quality of its teaching of traditional English literature studies.

In summary, both Eastern and the University of Washington are committed to the offering of creative writing; both currently offer the MA. The primary objectives of the MA and MFA programs are different: MFA programs emphasize the art of writing and the written product; MA programs emphasize the academic aspects of writing. The MFA is a terminal degree; the chairman of the UW Graduate English program estimates that 85 percent of the MA's see that degree as a stepping stone to the PhD. The job market for the MFA is as good as it is for the MA (although it is not strong for either). The MA is presently the only program readily accessible to students within the state and region. It is reasonable, therefore, for Eastern to propose to enhance the differences between its program and the one offered at the University of Washington, increasing the program choice for prospective students.

#### V. Employer Need

The staff reviewed available job listings, contacted by telephone several potential Seattle area employers, and surveyed both MA and MFA graduates to determine the relationship between the MFA and employment.



The MLA Job Information List provides some insight into the potential for obtaining a teaching position at the postsecondary level. The December, 1979 Job List provided information from 837 departments of English, Comparative Literature, and Linguistics in U. S. and Canadian four-year colleges and universities. The Job List described 455 "definite and possible" positions, a significant increase over the 363 reported in December, 1978. The February, 1980 Job List, which provided information from 1,024 two- and four-year institutions in the U. S. and Canada, described 339 "definite and possible" positions.

Several things become apparent as one peruses the Job List. First, few "pure" writing positions are available, few are beginning level positions, many are temporary, and most require the PhD. Regardless of the degree specified, MFA or PhD, "major" or "significant" publication is often required. Second, writing skills are in demand, but writers must be prepared to teach writing in all its forms--freshman composition, business and technical writing, rhetoric--plus literature, in order to maximize their employability. As stated earlier, college and university English departments are looking for generalists.

The MFA has been endorsed by the Associated Writing Programs, a national, non-profit organization of writers and writing programs, as the preferred degree for teachers of creative writing. Job listings for creative writing positions often specify that either the MFA or PhD is acceptable, but so few pure creative positions are open that the AWP endorsement probably will do few MFA's any good. Observations by graduates:

"The many creative writing teaching jobs for MFA recipients are in the past; hundreds apply for the five to ten one-year posts that open each year nationwide. Are we still 'comparing' with the MA? The [creative writing] job market for the MA recipient is blank entirely."



"The bibliography gets the teaching jobs, with or without an MFA or MA. Beyond that it takes a PhD. Hard facts, but true."

A telephone survey of a variety of nonacademic employers of writers\* revealed that none require a graduate degree for any job, although many individuals hired have baccalaureate degrees. With the exception of journalism, no one degree is preferred; rather, the hiring process emphasizes more heavily one's general knowledge and technical skills.

Employers indicate they often advertise that "both a degree and experience are desirable;" but, in fact, neither is essential if one can demonstrate the necessary knowledge and skills with portfolio or by taking a test. Employers hire both recent college graduates and persons with 20 years' experience and no formal education on the basis of available indicators of success.

Adding to the difficulties of new graduates seeking writing positions is the fact that turnover for writing staff is low--five percent at most. One of the largest employers of writers in Seattle, the Post-Intelligencer, has 950 employees, 200 of whom need creative writing skills. In a five percent turnover year the P-I would hire ten individuals. The staffs of most firms hiring individuals with writing skills are much smaller than the P-I--usually five to eight; and like most academic employers, the ability to write is only part of the total package of skills these employers seek in their employees.

All MA and MFA graduates who responded to the staff survey are employed, at least part time. Six of the seven MA's hold teaching positions; the

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\*The staff contacted 3 news/feature magazines, 4 advertising/marketing specialists, 5 large businesses, 1 technical writing firm, 3 book publishers, 2 television stations, 3 newspapers, and 1 health maintenance organization.

seventh works in a nonprofessional job. Two of the eight MFA respondents are teachers, five hold professional positions; one is self-employed in an antique sales business. With respect to getting a job, two MFA's offered these comments:

"In getting a job the degree itself is relatively unimportant. Had there been no degree at all, that might have been a disadvantage. As it was, either degree, or some other degree, would have been as useful."

"Why major in any of the liberal arts if you are looking only toward the job market? The job market for MFA's is as good or better as it is for graduates of other academic disciplines."

#### VI. Student and Professional Need

MA and MFA survey respondents appear equally committed to writing as a profession. All continue to write and to seek publication of their work.

"Writing is really my first interest, but it gets only the energy I can spare from teaching. I must eat and nobody really buys poetry." [MA]

"I work part-time in order to have time to write. Though I've never been paid to write, my writing and publishing have enabled me to get some jobs sponsored by arts commissions. My teaching is a way to earn money; my writing is my 'real work.'" [MA]

"I am partially self-employed as a writer. My income is marginal. (If only it would increase somewhat.) Other aspects of my writing are finding their balance/position nicely." [MFA]

"I am occasionally lucky enough to place a piece. My writing suffers from need to secure daily bread. My desire to write, and to write, AFFIRMING fiction was never higher, regardless." [MFA]

MFA programs emphasize the art of writing--the process and its accomplishment.\* MA programs emphasize the academic aspects of writing. These

\*"... creative writing teachers ask students to read literature from a point of view not often examined by other literature teachers. . . how literature is built, instead of what it means . . . how have characters been created, how has the poet changed the standard form to his advantage . . . . Creative writing teachers and creative writing students are evidence that one can be serious about literature without being scholars." Robert Day, "First To Find Out a Spacious House," AWP 1977-78 Catalogue, p.4.



differences are factors in determining where one will choose to go to school. No respondent expected to be "taught" to write; however, the MFA's in particular expect to refine both their writing skills and their attitudes toward the art while in the program.

"Graduate programs in creative writing are badly needed. They are the meeting places where young poets can meet other poets who can appreciate their work and give them help. This is the place where writers meet, form friendships, share opinions on their writing and the work of others. Many skills can be taught and the classroom becomes an inspirational ground for the poet when nothing else will give that support."

"The MFA does not prepare one to be a creative writer, but serves to refine a prior success. The increase in vision and skills can be enormous."

"The benefits of the MFA program: development as a writer; sounder reading foundation; good community to work with/in; the time to more firmly find/fix commitments."

Given the objectives of the MFA program and the expectations of individuals likely to apply, implementation of the MFA is almost certain to raise the quality of EWU's creative writing program. The University's English department was reorganized five years ago to emphasize writing; its MFA curricular design is well conceived; its faculty and students are committed to writing.

One MFA graduate offered this argument in favor of a fine arts program in creative writing:

"I like Hugo's notion of the University as the modern court, the new Medici who alone subsidize and encourage and protect writers and artists who would otherwise be eaten alive by a materialistic society. Who will keep alive humanist ideals? It's hard not to become cynical about this, as the University is hardly doing its job in this respect, but they are set up, at least ostensibly, to do just this: harbor scholars and writers, and make them available to youth."



## VII. Program Costs

With the exception of a one-biennium special allocation of \$30,000 for library materials, Eastern Washington University's MFA program can be instituted and operated within the University's present budgetary boundaries. No additional physical facilities, no remodeling expenditures, and no additional faculty or staff positions are required. Since the MFA program will replace the existing MA/Creative Writing option, the dollars presently expended for the MA/Creative Writing will be reallocated to the MFA program.

Other costs related to the MFA program are a result of a projected increase in enrollment. It is important to note here that Eastern expects enrollment increases within its graduate English program, with or without implementation of the MFA. This optimistic view of its enrollment future, based primarily on its experience since the recent reorganization of its English curriculum and subsequent enrollment growth, reduces the expected fiscal impact of the implementation of the MFA.

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### GROWTH PROJECTED BY EWU--FTE STUDENTS

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4/N</u>
MFA plus remaining MA	24.7	34.5	35.7	36.9
MA including Creative Writing option (No MFA)	23.1	31.7	34.0	36.3
Net Growth	1.6	2.8	1.7	0.6

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Eastern's goal is to maintain at least 16 students in the MFA program. By its estimates, 45 percent of those students will pay nonresident fees.

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### REVENUE GENERATION BY ADDITIONAL STUDENTS

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
Resident	8	8	8	9	9
Nonresident	3	6	7	7	7

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It currently costs Eastern Washington University \$97,979 a year to provide graduate-level instruction in creative writing, costs which will remain relatively stable for the foreseeable future, regardless of which Creative Writing program (MA or MFA) Eastern offers. (See Table I for details of Instructional Costs.)

Eastern, like other state universities, receives appropriations from the state general fund on the basis of a formula which is driven by total FTE enrollment. Individual programs, however, do not receive internal funding allocations funding on the basis of FTE enrollment. Consideration is given, for example, to the nature of the program (lab, lecture, seminar), its size (total enrollment), the salaries required by its faculty, and its importance to the university's role and mission. As a result, the CPE's 1976-77 Unit Expenditures Study provides numerous examples of variations in costs per FTE student by discipline among the state universities.

Assuming that funds were to be appropriated for Eastern's 16 full-time equivalent MFA students projected to be enrolled in year four (160 SCH's at the 500-level @ 72 percent of formula), the amount required would be \$51,712. A comparison of this amount with that given on the following tables for instruction (\$99,833 in year four) makes it apparent that it costs Eastern almost twice as much to offer a graduate program in creative writing than appropriations; Eastern's costs must be made up from other resources available to the institution.

Data in Table II provide detail of all components of the Creative Writing program costs, including instruction, and how they will be met. For simplicity, the following narrative pertains only to year one. One FTE student, new to Creative Writing, will enter the MFA program in year one,



resulting in student services costs of \$231 and revenue (operating fees) of \$447. The department will require \$97,939, to meet instructional costs, plus \$231 for student services, for a total of \$98,170. That will be offset by \$93,710 in resources available from within the University and \$447 in additional operating fees, for a total of \$94,157, leaving a balance of \$4,013. The \$4,013 represents new, or incremental, costs to the state to initiate the MFA program. (See New Costs to State, Table II.)

In years two and three, net state costs will increase to \$25,183 and \$21,906, respectively, primarily due to library materials purchases (\$15,000 each year). In year four and thereafter, net state costs to offer the MFA, as compared with continuing the MA, will stabilize at \$5,265 per year.

In summary, although implementation of the MFA will not result in significant new costs to the state, a Creative Writing program is relatively costly to Eastern Washington University in terms of sacrifices the institution must be prepared to make in other areas. The University administration is aware of these costs, and its willingness to bear them provides one indication of the importance the University attaches to the MFA/Creative Writing proposal.

#### VIII. Harmony With Institutional Role

At one level the proposed program is consistent with the statutory role of Eastern Washington University, in that it is a graduate program leading to a "terminal" professional degree. At another level it is less consistent, in that such programs are to be "directed to the educational and professional needs of the residents of the regions they serve" (RCW 28B.35.050). As noted earlier, the proposed MFA in Creative Writing program is expected to have wide appeal, appeal that will extend beyond the boundaries of Eastern's immediate service area, bringing to the institution a complement of students



TABLE I

## ITEMIZATION OF DIRECT PROGRAM COSTS for Program 01, Instruction

	Year 1		Year 2		Year 3		Year N	
	FTE Personnel	Cost	FTE Personnel	Cost	FTE Personnel	Cost	FTE Personnel	Cost
Administrative Salaries	.20	\$ 4,550	Same as Year 1		Same as Year 1		Same as Year 1	
Faculty Salaries	2.18	48,600						
TA or RA Salaries	1.25(5)	17,250						
Clerical Salaries	.42	4,030						
Contract Services (Visiting writers program)		7,250						
Goods and Services (Includes Willow Spring magazine)		3,575						
Travel		1,650						
Equipment		500						
Fringe Benefits		10,534						
		\$97,939						
			\$98,511*		\$99,140*		\$99,833*	

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## EXTRAORDINARY DIRECT PROGRAM COSTS for Program 06, Student Services, created by the program

	Year 1		Year 2		Year 3		Year 4	
	FTE Personnel	Cost	FTE Personnel	Cost	FTE Personnel	Cost	FTE Personnel	Cost
Administrative Salaries	.01	\$181.00	.05	\$812.00	.06	\$927.00	.10	\$1,624.00
Goods and Services		5.00		21.00		24.00		41.00
Fringe Benefits		45.00		203.00		232.00		407.00
		\$231.00		\$1,036.00		\$1,183.00		\$2,072.00

\*Increase in projected costs is a result of the application of a 6% inflation factor to all costs but salaries.

TABLE II

## Proposed MFA Program at Eastern Washington University

	<u>FY - 81</u> <u>(Year 1)</u>	<u>FY - 82</u> <u>(Year 2)</u>	<u>FY - 83</u> <u>(Year 3)</u>	<u>FY - 84</u> <u>(Year 4 and Year N)</u>
Instruction	\$ 97,939	\$ 98,511	\$ 99,140	\$ 99,833
Library	0	15,005	15,005	1,518
Student Services	231	1,036	1,183	2,072
TOTAL	\$ 98,170	\$114,552	\$115,328	\$103,423
Reallocation from Dissolved MA - Creative Writing*	\$ 82,993	\$ 77,758	\$ 82,258	\$ 87,441
Other Reallocations	10,717	10,717	10,717	10,717
TOTAL REALLOCATION	\$ 93,710	\$ 88,475	\$ 92,975	\$ 98,158
Additional Net State Revenue (Operating Fees)	\$ 447	\$ 894	\$ 447	0
New Cost to State	\$ 4,013	\$ 25,183	\$ 21,906	\$ 5,265

\*Since the MFA will replace the MA - Creative Writing Program, the dollars projected for the MA - Creative Writing will be redirected to the MFA Program.

Inflation factor applied to all but salaries.



of which about half would be nonresidents.

The proposal brings into focus the importance and need for some adjustments in the instructional roles of the regional universities, if true educational diversity is to become a permanent feature of Washington's educational landscape.

The development of the regional universities in this state has accorded with national patterns. They began operations at the turn of the century as normal schools, offering essentially two-year teacher preparation programs. They evolved to colleges of education, again relating their programs primarily to teacher education. Subsequent change led to their redesignation as State Colleges, with a limited range of graduate programs in Education. More recent years witnessed the expansion of the graduate education role to the offering of the MS and MA degrees, and then to the offering of terminal professional degrees in a variety of fields.

Had this developmental pattern continued unabated, the state colleges in Washington, as in other states, would have begun offering doctoral-level studies. An early indicator of this trend occurred when the Legislature extended (1969) and subsequently rescinded (1977) authority for Western Washington University to award the PhD in Education degree. It was also during the 1977 Legislative Session that the Legislature accepted the view that these institutions should be considered Regional Universities, i.e., non-doctoral-granting graduate institutions with particular responsibility to serve the educational needs of residents of designated service areas.

The regional university designation had the effect of reorienting these institutions away from the aspirational goal of Comprehensive Doctoral-Granting University; it revitalized them, providing them with a distinct identity and a clearer purpose. Students would benefit because of the



ability to compete more effectively in the graduate job market, and faculties benefited both from the professional recognition their affiliation with a university provided and the refined sense of purpose that was gained.

The effects of redesignation, then, appear to have been salutary. At the same time there is room to expand upon this concept to provide each of the regional universities with a distinctive role in a limited number of educational areas, a role that is compatible with their statutory responsibilities. Such expansion can occur in the form of an allocation of limited numbers of unique program responsibilities to each of them, responsibilities that are unique in that they will remain unduplicated in the system.

Among the regional universities, Eastern has a unique programmatic responsibility at the graduate level in Social Work, a program that serves the professional needs of residents of the Inland Empire. The proposed Master of Creative Writing program can be viewed in a similar light. It represents a program of considerable importance to the institution and not otherwise offered in the state. It is also a program in which there is a limited apparent societal or market need, and which, if provided effectively, could meet the educational needs of residents of the state along with the needs of non-Washington residents of the immediate region.

Hence, the planning tenet suggested here is one in which the regional universities would be assigned exclusive program responsibility in a limited number of programmatic fields at the graduate level. The Master of Creative Writing program would be considered such an exclusive field. Again, while there is evidence of a limited need for such a degree, this need is such that it can and should be met by only one institution, provided the institution is willing to commit resources to the program in such a manner that it will attain and maintain a high degree of educational quality.

If this perhaps enlarged interpretation of the regional universities' role and mission is accepted for planning purposes, the proposed program appropriately may be considered consistent with Eastern's role.

#### IX. Summary and Conclusions

Eastern Washington University's proposal to offer a Master of Fine Arts in Creative Writing is the most recent of a series of actions begun five years ago by its English Department to strengthen the emphasis on writing.

Two graduate-level creative writing programs are offered in the state, at Eastern and the University of Washington, neither of which is an MFA program. The characteristics and objectives of MA and MFA programs are different. The former is a one-year program that emphasizes the academic aspects of literature and writing. The latter is a two-year program that emphasizes the art of writing.

Eastern's MFA curricular design capitalizes on models provided by some of the nation's best known MFA programs. It has a strong literature component--an important element if the graduate seeks a job involving teaching or editing. It requires an area of secondary emphasis--important in that it encourages students to consider professions outside of teaching. Two MA survey respondents, perhaps unknowingly, endorsed EWU's secondary emphasis feature:

"If writers could get apprenticeships to do other kinds of work, this would be a better idea than pretending that they are going to be teachers."

"There are not enough jobs in universities for all the talented writers we have right now. A program that would make sense to me would be one which taught writers skills to do part-time work."

A survey of creative writing graduates revealed differences in the expectations of MA and MFA students about both their creative writing programs



and the benefits they will derive from enrollment. MA's tend to place greater confidence in the ability of particular faculty to provide the instruction and inspiration they seek, as it relates to creative writing. MA's also tend to look to teaching as a likely means to provide life's basic necessities while they pursue their interest in writing after graduation; many, therefore, expect to seek the PhD.

MFA's look to the "greater writing community," usually associated with the offering of an MFA, for intellectual support during their university creative writing days. They also appear to be more flexible (perhaps less security conscious) in terms of potential jobs. MFA's do not appear to value their MFA degree more than they would any other degree as such. Rather, the time and experience provided by the MFA program seem more important. Both MA's and MFA's appear committed to writing after graduation. All respondents said they write and attempt to publish.

An examination of the employment prospects of creative writing graduates (in addition to the graduates themselves, potential employers and job lists were consulted) disclosed that a creative writing degree by itself is unlikely to secure the degree holder a job. First, there are few "pure" creative writing positions available. Second, potential employers--academic and nonacademic alike--view creative writing as a desirable supplement to other skills and experience.

High nonresident enrollment is a characteristic of all creative writing programs, and Eastern expects about half of its students to be nonresidents. Most MA and MFA graduates surveyed, however, seek to remain "in the area" after graduation (geographical location is an important factor in choosing both schools and jobs), with the MFA's being more successful.

Implementation of the MFA proposal would require additional state funding (an estimated total of \$5,265 in its fourth year); it would not



require the University to hire new faculty or staff. Approximately half of the funding would come from other/existing institutional resources.

The journey to a recommendation on this program has been difficult. The arguments in favor of the program are appealing, but they are not necessarily compelling. While the institution's desire for, and commitment to, the program are clear, the evidence of need in professional employment terms is not great. To some extent this is offset by the expressions of interest in and desire for the program gathered from prospective students.

Eastern has already exerted a considerable amount of effort in creative writing, as reflected in the quality of its faculty and the structure of its MA program. In some respects the MFA represents a logical culmination to those efforts. One can have a fair amount of confidence that the new program will be offered in a high-quality manner and that it will add to the cultural atmosphere apparent in Spokane.

At the same time, if Eastern is to achieve its goals in this program area, it is important that it be given an exclusive mandate to do so. Moreover, if the evidence of employment need attending the present proposal is marginal, the evidence of need for more than one such program in the state would be inadequate. Thus, the staff recommendation to the Council is that the program be reviewed favorably, and that it be treated as an exclusive program responsibility of Eastern Washington University. As with all new programs, a favorable recommendation is conditioned on a fifth-year institutional evaluation, a report, and final action by the Council.

Contact Person: Eleanore Kenny

# Memo

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To: H. George Frederickson, President

From: Kenneth R. Dolan, Assistant to the President

Date: April 17, 1980

Subject: Change in Meeting Time - Board of Trustees May Meeting

The May Board meeting is scheduled for May 22, 1980 at 9:00 a.m. This creates a potential conflict with the breakfast address by General Lew Allen. I recommend that the Board meeting be moved back to 10:00 a.m. on the same date to allow sufficient time for Board and staff members to attend General Allen's speech.

KRD:dlb

# Memo

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To: Russ Hartman  
From: Robert L. Graham  
Date: April 7, 1980  
Subject: BOT Agenda Item - Monthly Manpower Reports & Contracts Awarded

1. Attached is the monthly manpower reports for:

H. Halvorson  
Aztech Electric  
Warren, Little & Lund  
South Regal Lumber Company

2. Contracts awarded under \$17,500:

South Regal Lumber Company    \$3780

RLG:dic

Attachment



Eastern Washington University  
Physical Plant Department  
Robert L. Graham, Director

CONTRACTOR'S EMPLOYMENT REPORT  
MONTH OF MARCH 1980

CONTRACTOR	Total Workers		Black	Asian American	Minority Workers (Included in Total)			% of Total
	Men	Women			Native American	Spanish Surname		
H. Halvorson, Inc. General Contractor, Aquatics								
A. At First Billing (9/79)	96	6	0	1	1	3	5	
B. Current Month 3/30/80	90	6	0	2	0	0	2	
Aztech Electric, Inc. Electrical Contractor, Aquatics								
A. At First Billing (10/79)	75	4	0	0	2	0	3	
B. Current Month 3/30/80	60	6	1	0	1	0	3	
Warren, Little & Lund, Inc. Mechanical Contractor, Aquatics								
A. At First Billing (10/79)	142	10	3	3	2	3	7	
B. Current Month 3/30/80	126	8	3	2	2	3	8	
ALSC Architects, Aquatics								
A. At First Billing (10/79)	14	4	0	0	0	0	0	
B. Current Month 3/30/80	13	4	0	1	0	0	6	
South Regal Lumber Company								
A. At Only Billing (1/80)	10	2	0	0	2	0	19	

April 24, 1980

# Memo



To: H. George Frederickson, President

From: Russ A. Hartman, Director, Planning & Budgeting Services *Russ*

Date: April 15, 1980

Subject: The 1981-83 Budget Cycle

The attached information is submitted for review by the Board of Trustees at its April 1980 meeting. I will have transparencies of the material prepared in advance for presentation at the board meeting.

RAH/kh

EASTERN WASHINGTON UNIVERSITY  
1981-83 BUDGET CYCLE

I THE PEOPLE

THE PLANNING AND BUDGETING PROCESS FOLLOWS THE RESPONSIBILITY LINE OF THE UNIVERSITY ORGANIZATION.

THE PLANNING/BUDGETING SERVICES UNIT PROVIDES THE STRUCTURE, SCHEDULE, AND STAFF EFFORT TO MAKE THE PROCESS WORK .

PLANNING PRECEDES BUDGETING -- THE ACADEMIC PLANNING EXERCISE MOVES JUST AHEAD OF THE BUDGETING PROCESS.

THE DEPARTMENT HEAD INITIATES THE PROCESS AND PROVIDES PROGRAM COST ESTIMATES.

THE DEAN PERFORMS A FIRST LEVEL REVIEW, SETS PRIORITIES FOR GROWTH OR CHANGE, PROVIDES BUDGET RECOMMENDATIONS FOR THE PROVOST/VICE PRESIDENT, AND MAKES DEPARTMENT ALLOCATIONS.

THE PROVOST/VICE PRESIDENT PERFORMS A POLICY AND MAJOR PROGRAM REVIEW AND MAKES ALLOCATIONS TO THE DEAN.

THE CAMPUS PLANNING COMMITTEE REVIEWS CAPITAL PROJECT REQUESTS AND RECOMMENDS PRIORITIES FOR THE CAPITAL BUDGET.

THE BUSINESS AFFAIRS COUNCIL OF THE FACULTY SENATE REVIEWS THE BUDGET AT VARIOUS STAGES AND RECOMMENDS MAJOR BUDGET POLICY TO THE PLANNING AND BUDGETING COMMITTEE.

THE PLANNING AND BUDGETING COMMITTEE PERFORMS A SUMMARY LEVEL REVIEW, RECOMMENDS A FINAL BUDGET TO THE PRESIDENT, AND RECOMMENDS ALLOCATIONS TO THE PROVOSTS/VICE PRESIDENTS.

THE PRESIDENT RECOMMENDS A FINAL BUDGET TO THE BOARD OF TRUSTEES AND MAKES ALLOCATIONS TO THE PROVOSTS/VICE PRESIDENTS.

THE BOARD OF TRUSTEES PROVIDES FINAL APPROVAL FOR THE BIENNIAL REQUEST TO THE GOVERNOR'S BUDGET OFFICE AND FOR THE ANNUAL UNIVERSITY BUDGET.

NOTE: (1) BUSINESS AFFAIRS COUNCIL AND CAMPUS PLANNING COMMITTEE MEMBERSHIPS INCLUDE FACULTY APPOINTED BY THE SENATE AND STUDENTS APPOINTED BY THE LEGISLATURE.

(2) PLANNING/BUDGETING COMMITTEE MEMBERSHIP INCLUDES PROVOSTS, VICE PRESIDENTS, THE SENATE PRESIDENT, THE BAC CHAIRMAN, THE AS PRESIDENT, AND THE DIRECTOR OF PLANNING/ BUDGETING SERVICES.



EASTERN WASHINGTON UNIVERSITY  
1981-83 BUDGET CYCLE

II THE PROCESS

CONTINUOUS PLANNING - THE THREE YEAR BUDGET CYCLE

EACH YEAR, A UNIVERSITY DEPARTMENT PREPARES A THREE YEAR BUDGET ESTIMATE. THE PLANNING/BUDGETING SERVICES UNIT PROVIDES THE NECESSARY STAFF WORK TO EXTRACT ANNUAL AND BIENNIAL BUDGET INFORMATION. THE CYCLE LOOKS LIKE THIS:

SPRING 1980 - BUDGET REQUEST PREPARED FOR:	1980-81 FISCAL YEAR - SUCCEEDING YEAR'S BUDGET
	1981-82 FISCAL YEAR - NEXT BIENNIAL BUDGET
	1982-83 FISCAL YEAR - NEXT BIENNIAL BUDGET
SPRING 1981 - BUDGET REQUEST PREPARED FOR:	1981-82 FISCAL YEAR - SUCCEEDING YEAR'S BUDGET
	1982-83 FISCAL YEAR - UPDATE OF 1980 ESTIMATE
	1983-84 FISCAL YEAR - PRELIMINARY ESTIMATE FOR 1983-85 BIENNIAL.

EFFECT: THE BUDGET FOR ANY FISCAL YEAR GOES THROUGH THREE PASSES:

PRELIMINARY ESTIMATE FOR SUCCEEDING BIENNIAL - FOR ODD YEAR BUDGETS  
ESTIMATE FOR PREPARATION OF BIENNIAL BUDGET  
UPDATE OF BIENNIAL BUDGET ESTIMATE - FOR EVEN YEAR BUDGETS  
HARD PLANNING FOR SUCCEEDING YEAR'S BUDGET

THE REQUEST PACKAGE - SEE THE FOLLOWING FORMS

EASTERN WASHINGTON UNIVERSITY  
PLANNING AND BUDGETING SERVICES  
1980-83 BUDGET REQUEST

GENERAL INSTRUCTIONS

THIS YEAR WE HAVE COMBINED THE OPERATING AND CAPITAL BUDGET REQUESTS INTO ONE PROCESS. WE HAVE ADDED PLANNING INFORMATION FOR ACADEMIC DEPARTMENTS WHICH PROVIDES ENROLLMENT DATA, CREDIT HOURS, FACULTY STAFFING PATTERNS, AND MAJORS AND DEGREES GRANTED TO ASSIST YOU IN PREPARING YOUR REQUEST. THE TOTAL PACKAGE SHOULD BE RETURNED TO THE PLANNING AND BUDGETING OFFICE INTACT. FOR THE FIRST TIME, ALL BUDGETS WILL BE INCLUDED IN THE BUDGET PROCESS. PREVIOUSLY, ONLY THE INSTRUCTIONAL, STUDENT SERVICE, ADMINISTRATIVE, PHYSICAL PLANT, LIBRARY AND PRIMARY SUPPORT DEPARTMENTS WERE INCLUDED. THE STORES, ASSOCIATED STUDENTS, AND AUXILIARY ENTERPRISE BUDGETS WILL BE ADDED SO THAT A TOTAL UNIVERSITY BUDGET CAN BE PREPARED.

THE FIRST YEAR OF THE THREE YEAR PLANNING CYCLE WILL BECOME EASTERN'S INTERNAL BUDGET FOR 1980-81 AND THE NEXT TWO YEARS WILL BE EASTERN'S 1981-83 BIENNIAL REQUEST TO THE GOVERNOR.

PLEASE ADHERE TO THE SCHEDULE SHOWN BELOW.

1980-83 BUDGET REQUEST SCHEDULE

DECEMBER 4	REVIEW BUDGET REQUEST PROCESS WITH THE PLANNING AND BUDGETING COMMITTEE.
DECEMBER 6	RELEASE BUDGET REQUEST TIME SCHEDULE TO DEANS, PROVOST AND VICE PRESIDENTS.
JANUARY 7	RELEASE DEPARTMENTAL BUDGET REQUEST PACKAGE TO DEANS, PROVOST AND VICE PRESIDENTS.
FEBRUARY 4-22	FIRST LEVEL REVIEW OF DEPARTMENTAL REQUESTS BY DEANS, BUSINESS MANAGER AND LIBRARIAN.
FEBRUARY 25	ALL BUDGETS DUE IN THE PLANNING AND BUDGETING OFFICE FOR REVIEW AND SUMMARIZATION.
MARCH 10-28	SECOND LEVEL REVIEW BY PROVOSTS, VICE PRESIDENTS, CAMPUS PLANNING COMMITTEE AND THE BUSINESS AFFAIRS COUNCIL.
MARCH 31	ALL BUDGET REQUESTS DUE BACK IN THE PLANNING AND BUDGETING OFFICE.
APRIL 8-30	REVIEW OF ALL BUDGET REQUESTS BY THE PLANNING AND BUDGETING COMMITTEE.
MAY 10	FINAL BUDGET READY FOR SUBMITTAL TO THE BOARD OF TRUSTEES.



## ACCOUNTING AND DECISION SCIENCE

EASTERN WASHINGTON UNIVERSITY  
PLANNING AND BUDGETING SERVICES  
1980-83 BUDGET REQUEST

CATEGORY 011 GENERAL  
PROGRAM 01 INSTRUCTION

## O P E R A T I N G B U D G E T P L A N

JULY 1980 - JUNE 1983

12/22/79	1977-78 ACTUAL	1978-79 ACTUAL	1979-80 BUDGET	1980-81 DEPT REQUEST		1981-82 DEPT PROJECTED		1982-83 DEPT PROJECTED
				ORIGINAL	REVISED	ORIGINAL	REVISED	
00 - REGULAR SALARIES	15,259	16,325	18,527	18,527	-----	18,527	-----	-----
01 - PART TIME / OVERTIME	2,324	2,972	3,000	4,066	-----	4,513	-----	-----
02 - PERSONAL SERVICES	0	0	0	615	-----	685	-----	-----
03 - GOODS AND SERVICES	3,600	4,750	4,750	7,730	-----	8,535	-----	-----
04 - TRAVEL	0	13	0	0	-----	0	-----	-----
06 - EQUIPMENT	2,899	3,352	0	1,500	-----	1,500	-----	-----
07 - EMPLOYEE BENEFITS	3,880	3,872	4,290	4,200	-----	4,300	-----	-----
08 - GRANTS AND SUBSIDIES	0	0	0	0	-----	0	-----	-----
20 - INTERAGENCY REPAYMENT	0	0	0	0	-----	0	-----	-----
21 - TRANSFER CHARGES	0	0	0	0	-----	0	-----	-----
31 - PROGRAM RESERVE	0	0	0	0	-----	0	-----	-----
TOTALS:	27,962	31,284	30,567	36,636	-----	38,360	-----	-----

PREPARED BY: -----

REVIEWED AND APPROVED BY: -----

## INSTRUCTIONS

THE TWO COLUMNS HEADED 'ORIGINAL' ARE THE AMOUNTS YOU REQUESTED FOR 1980-81 AND 1981-82 LAST YEAR. IF YOU WISH TO SUBMIT A REVISED BUDGET FOR ANY OBJECT, PLEASE DO SO IN THE COLUMNS HEADED 'REVISED' FOR EACH YEAR. ALSO, FILL IN YOUR 1982-83 PROJECTED BUDGET IN THE BLANK COLUMN ON THE EXTREME RIGHT SIDE. THE BUDGET OFFICE WILL CALCULATE STAFF YEARS, SALARIES, AND STAFF BENEFITS. IF YOU HAVE ANY QUESTIONS, PLEASE CALL AL WHITESIDE AT EXTENSION 9-2443.



## ACCOUNTING AND DECISION SCIENCE

EASTERN WASHINGTON UNIVERSITY  
PLANNING AND BUDGETING SERVICES  
1980-83 BUDGET REQUEST

CATEGORY 011 GENERAL  
PROGRAM 01 INSTRUCTION

12/31/79

## PERSONNEL DETAIL

\*\*\*\*\*1979-80 BUDGETED POSITIONS\*\*\*\*\*

POSITION NUMBER	POSITION TITLE	NAME OF INCUMBENT	PAYROLL MONTHS	% OF TIME	1979-80 BUDGET	1980-81 REQUEST	1981-82 PROJECTED	1982-83 PROJECTED
9024	OFFICE ASSISTANT I	VACANT	9.0	100	5,780	5,780	5,780	5,780
550	SECRETARY III	KEMBEL R	12.0	100	12,747	12,747	12,747	12,747
TOTALS:					18,527	18,527	18,527	18,527

PLEASE REVIEW THE POSITIONS LISTED ABOVE AND MAKE CORRECTIONS FOR ANY CHANGES THAT OCCURRED SINCE JULY 1 IN THE JOB TITLE, NAME OF INCUMBENT, PAYROLL MONTHS, AND PERCENT OF TIME. THE BUDGET OFFICE WILL CALCULATE SALARIES AND STAFF BENEFITS.

\*\*\*\*\* REQUESTS FOR NEW POSITIONS OR CHANGES TO EXISTING POSITIONS \*\*\*\*\*

POSITION NUMBER	JOB TITLE	EFFECTIVE DATE	PAYROLL MONTHS	% OF TIME	1980-81 REQUEST	1981-82 PROJECTED	1982-83 PROJECTED
----	NEW/CHANGE -----	-----	-----	-----	-----	-----	-----
----	NEW/CHANGE -----	-----	-----	-----	-----	-----	-----
----	NEW/CHANGE -----	-----	-----	-----	-----	-----	-----
----	NEW/CHANGE -----	-----	-----	-----	-----	-----	-----
----	NEW/CHANGE -----	-----	-----	-----	-----	-----	-----

ALL NEW POSITIONS AND CHANGES REQUESTED FOR EXISTING POSITIONS IN ENSUING YEARS SHOULD BE ENTERED IN THE NEW POSITION PORTION OF THIS COMPONENT. PLEASE FILL IN THE UNDERLINED FIELDS. JUSTIFICATION FOR NEW POSITIONS AND CHANGES SHOULD BE INCLUDED. THE POSITION NUMBER IS TO BE USED FOR CHANGES TO EXISTING POSITIONS.

11/29/79

## ACCOUNTING AND DECISION SCIENCE

## COMPONENT E. PLANNING INFORMATION

THE PLANNING INFORMATION DATA IS PROVIDED TO ASSIST YOU IN DETERMINING STAFFING AND PRODUCTIVITY LEVELS ON AN HISTORICAL BASIS. THE DATA FOR 1977-78 AND 1978-79 WAS DEVELOPED ON AN ANNUAL AVERAGE BASIS AND FOR 1979-80 IS REFLECTIVE OF FALL 1979 ONLY. PROJECTIONS WERE MADE FOR TOTAL ANNUAL AVERAGE STUDENT CREDIT HOURS (SCH) FOR 1979-80, 1980-81, 1981-82, AND 1982-83. IT IS IMPORTANT TO RECOGNIZE THAT THE PROJECTED SCH REPRESENT ONLY A STARTING POINT FOR PLANNING. THEY DO NOT ESTABLISH A TARGET FOR FUTURE PRODUCTION OR DEPARTMENTAL SIZE. THE BUDGETARY IMPACT OF SCH LEVELS IS DETERMINED IN THE PROVOST'S OFFICE THROUGH THE ANNUAL ACADEMIC PLANNING EXERCISE AND OTHER CONSULTATIONS. YOU ARE NOT ASKED TO RESPOND TO THE PROJECTIONS TO THE OFFICE OF PLANNING AND BUDGETING SERVICES. ALL DATA PROVIDED IS AVAILABLE BACK TO 1975-76 SHOULD YOU DESIRE MORE OF AN HISTORICAL BASIS.

## STUDENT CREDIT HOUR PRODUCTION

## ENROLLMENT

		1977-78 ACTUAL	1978-79 ACTUAL	1979-80 ACTUAL FALL	1980-81 PROJECTED	1981-82 PROJECTED	1982-83 PROJECTED
STUDENT CREDIT HOURS							
LOWER DIVISION	FALL	2299	2287	2635	----	----	----
	WINTER	2474	2333	----	----	----	----
	SPRING	2105	2089	----	----	----	----
	9 MO AVE	2293	2236	----	----	----	----
	SUMMER	564	430	544	---	---	---
UPPER DIVISION	FALL	2165	2268	2458	----	----	----
	WINTER	2209	2347	----	----	----	----
	SPRING	2096	2365	----	----	----	----
	9 MO AVE	2163	2333	----	----	----	----
	SUMMER	893	844	759	---	---	---
500 LEVEL	FALL	497	518	503	----	----	----
	WINTER	565	438	----	----	----	----
	SPRING	322	270	----	----	----	----
	9 MO AVE	461	409	----	----	----	----
	SUMMER	211	267	186	---	---	---
600 LEVEL	FALL	0	0	5	----	----	----
	WINTER	2	0	----	----	----	----
	SPRING	0	0	----	----	----	----
	9 MO AVE	1	0	----	----	----	----
	SUMMER	6	6	0	---	---	---
TOTAL ALL LEVELS	FALL	4981	5093	5601	5637	5734	5734
	WINTER	5250	5118	----	----	----	----
	SPRING	4523	4724	----	----	----	----
	9 MO AVE	4918	4978	----	----	----	----
	SUMMER	1674	1547	1489	----	----	----
DEPARTMENT A OF EWU TOTAL STUDENT CREDIT HOURS							
REGULAR TERM:		5.36	5.57	5.58	5.64	5.65	5.65
SUMMER:		5.26	4.78	4.95	----	----	----



11/29/79

## ACCOUNTING AND DECISION SCIENCE

## MAJORS AND DEGREES GRANTED

## DECLARED MAJORS

TOTAL DEPARTMENT:	266	253	202	---	---	---
% OF EAU TOTAL	7.42	6.82	6.33	---	---	---

## BACHELOR DEGREES

TOTAL DEPARTMENT:	87	87	---	---	---	---
% OF EAU TOTAL	7.37	7.96	---	---	---	---

## MASTER DEGREES

TOTAL DEPARTMENT	(ALL MBAS IN SCHOOL OF BUSINESS REPORTED UNDER MANAGEMENT)
% OF EAU TOTAL	

## FULL TIME EQUIVALANT FACULTY

FTE PROFESSOR	3.78	4.44	4.67	---	---	---
ASSOCIATE PROFESSOR	6.00	6.50	7.00	---	---	---
INSTRUCTOR/LECTURER	.29	.65	.34	---	---	---
SUBTOTAL	14.07	16.02	16.01	---	---	---

TEACHING GRAD FELLOWS	.42	.00	.25	---	---	---
DEPT TOTAL	14.49	16.02	16.26	---	---	---
% OF EAU TOTAL	4.37	4.92	4.77	---	---	---

SUMMER TERM TOTAL FTE	9.00	9.00	7.70	---	---	---
SUMMER % OF EAU TOTAL	5.73	6.07	4.95	---	---	---

RATIO OF STUDENT CREDIT  
HOURS TO FTE FACULTY

EAU ANNUAL AVERAGE	269	274	286	---	---	---
DEPT ANNUAL AVERAGE	339	311	350	---	---	---
EAU SUMMER AVERAGE	157	148	155	---	---	---
DEPT SUMMER AVERAGE	186	172	193	---	---	---

FTE CONTRIBUTED TIME	.00	.00	.00	---	---	---
PROFESSIONAL LEAVE	.00	.00	.50	---	---	---
SICK LEAVE	.00	.00	.00	---	---	---

TENURED HEADCOUNT	17	23	16	---	---	---
TOTAL HEADCOUNT	12	11	11	---	---	---

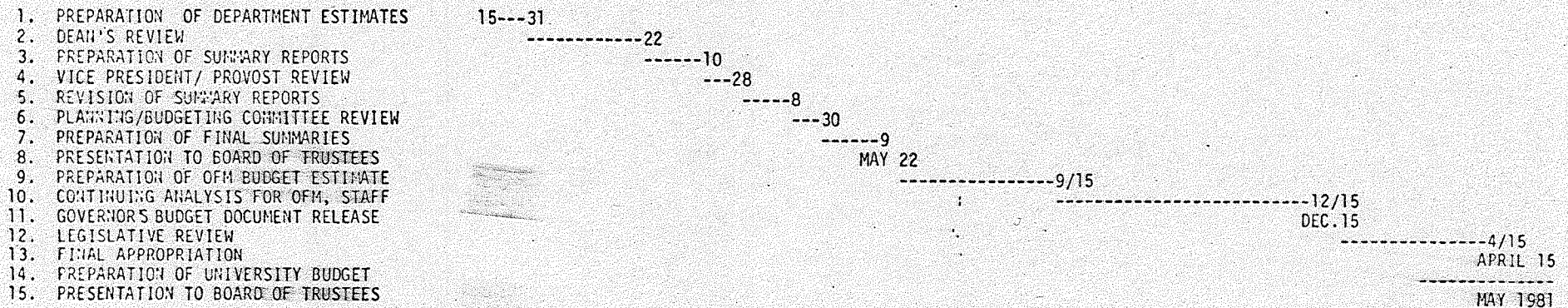
PT/GL FACULTY (NON-ADD)	.29	.65	.34	---	---	---
PAID RELEASE TIME	.00	.00	.00	---	---	---
RESEARCH GRAD FELLOWS	.00	.00	.00	---	---	---

EASTERN WASHINGTON UNIVERSITY  
1981-83 BUDGET CYCLE

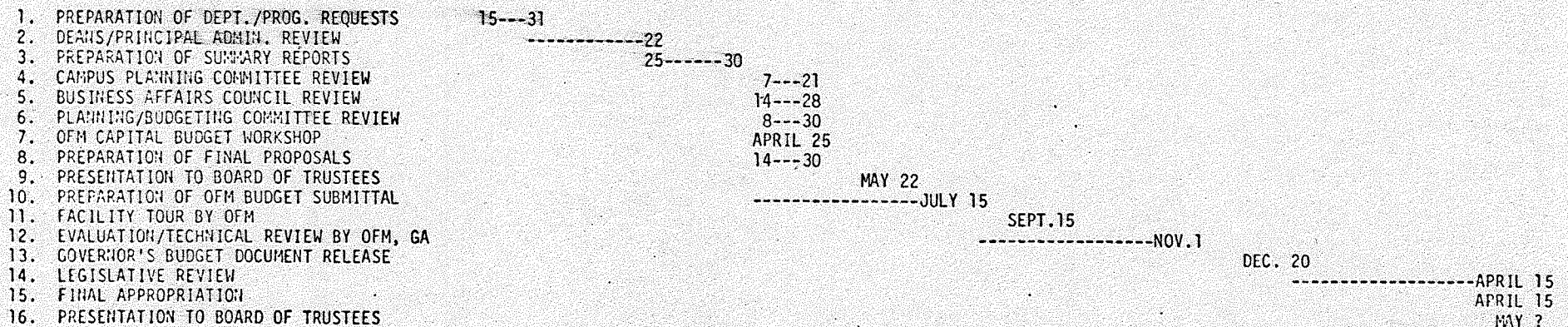
III THE SCHEDULE

JANUARY      FEBRUARY      MARCH      APRIL      MAY      JUNE/  
JULY      AUGUST/  
SEPTEMBER      OCTOBER/  
NOVEMBER      DECEMBER/  
JANUARY      FEBRUARY/  
MARCH      APRIL/  
MAY

A. THE OPERATING BUDGET



B. THE CAPITAL BUDGET



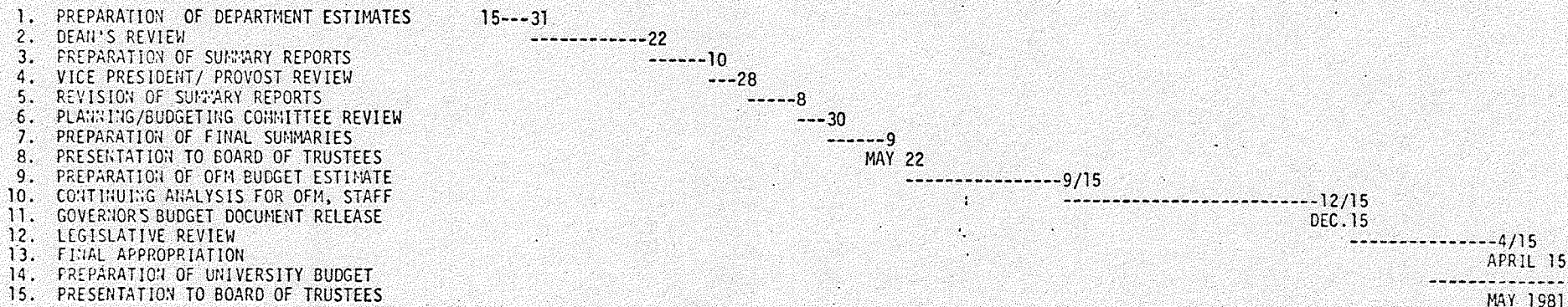


EASTERN WASHINGTON UNIVERSITY  
1981-83 BUDGET CYCLE

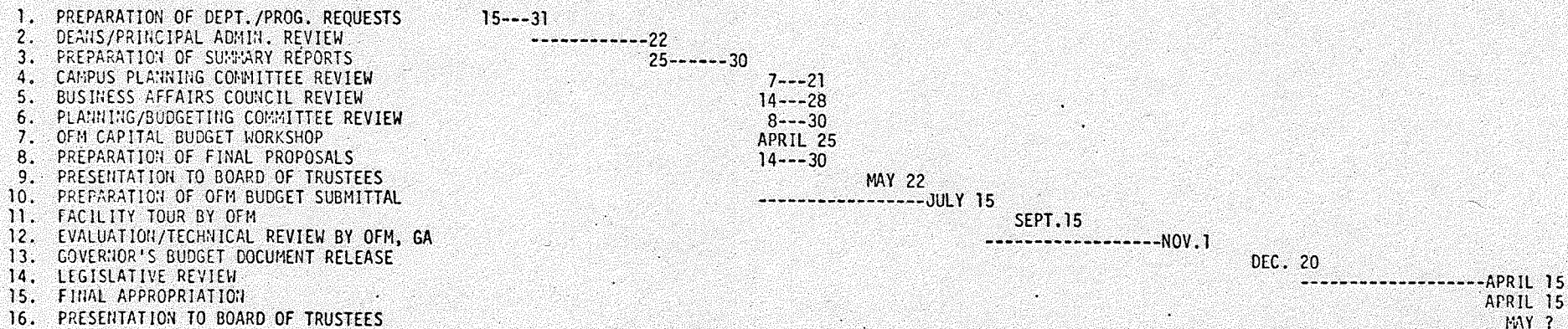
III THE SCHEDULE

JANUARY      FEBRUARY      MARCH      APRIL      MAY      JUNE/  
JULY      AUGUST/  
SEPTEMBER      OCTOBER/  
NOVEMBER      DECEMBER/  
JANUARY      FEBRUARY/  
MARCH      APRIL/  
MAY

A. THE OPERATING BUDGET



B. THE CAPITAL BUDGET



# Memo



To: H. George Frederickson, President

From: Russ A. Hartman, Director, Planning & Budgeting Services *Russ*

Date: April 15, 1980

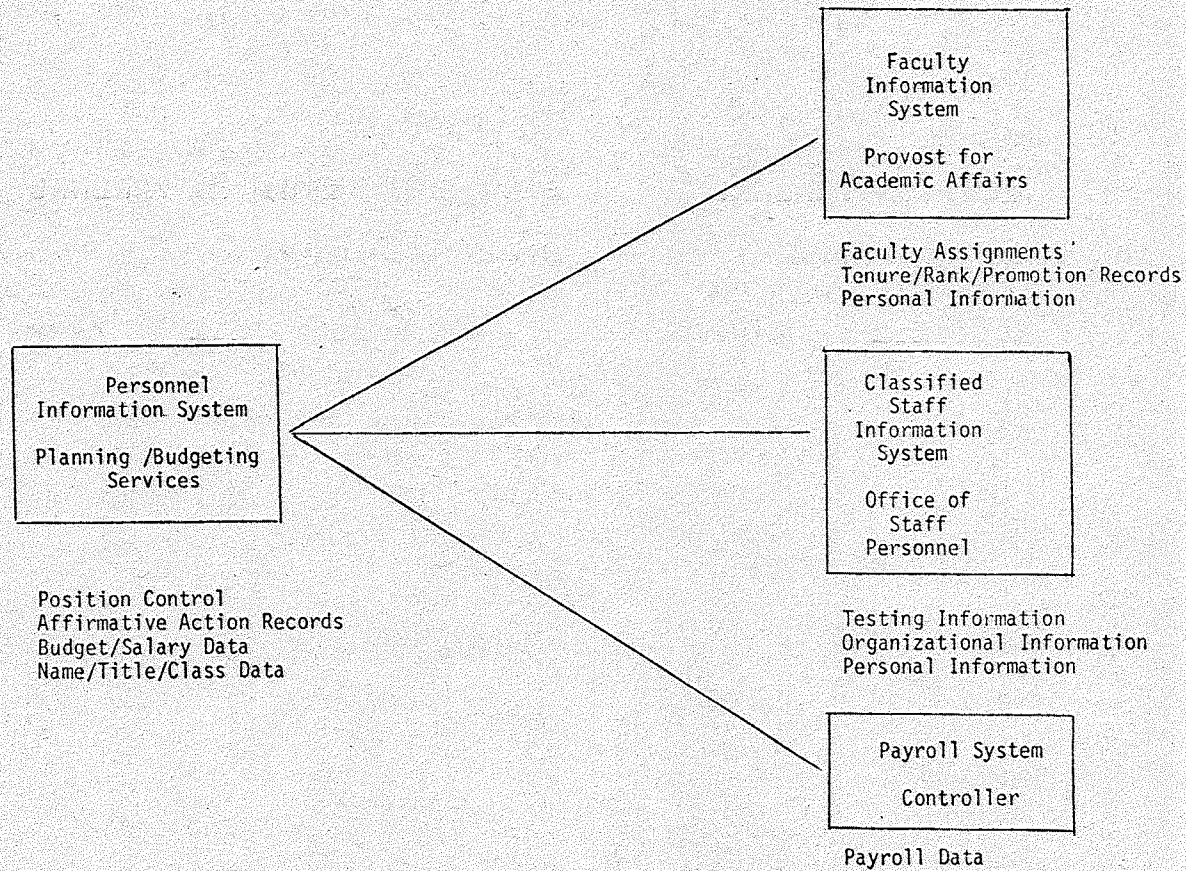
Subject: Personnel Record Keeping

The attached materials are presented as an information item for the Board of Trustees at its April 1980 meeting. They provide a display and brief explanation of the computerized personnel record keeping system that we are establishing in the Planning and Budgeting Services unit. This system will include information on authorized positions and on individual staff members and will be maintained through the regular payroll process. As you can see, the Academic Affairs Office and the Classified Staff Personnel Office will maintain some supplementary records that are peculiar to their own functions, but the basic personnel file will be maintained by the centralized system.

RAH/kh



EASTERN WASHINGTON UNIVERSITY  
CENTRAL PERSONNEL RECORDKEEPING



POSITION NUMBER  
TYPE OF POSITION  
CLASS CODE  
TITLE  
BUDGET CODE  
DEPT NAME  
TERM  
PER CENT OF TIME  
STAFF-YEARS  
THIS YEAR COST  
NEXT YEAR COST

2016  
CIVIL SERVICE  
2311  
SYSTEMS ANALYST/PROGRAMMER I  
083-0001  
PLANNING AND BUDGETING SERVICES  
12.0  
100  
1.00  
13,140  
14,016

INCUMBENT  
SSAN  
ORIGINAL HIRE DATE  
TITLE ENTRY DATE  
SENIORITY DATE  
BIRTHDATE  
ANNIVERSARY  
EQUAL OPPORTUNITY CODE  
SEX  
ETHNIC CODE  
HANDICAPPED  
VETERAN STATUS  
PAY RANGE  
PAY STEP  
BASE SALARY  
WORK WEEK

DAVIDSON J  
517 12 0398  
JANUARY 2, 1979  
JANUARY 2, 1979  
JANUARY 2, 1979  
MAY 16, 1922  
JULY  
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13,344  
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2016323113 X N07DAVIDSON J 0830001120100C131401401613344100517120  
398010279010279M51010279051622\*\*\*\*\*

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# Memo



To: H. George Frederickson, President

From: Russ Hartman, Director of Planning and Budgeting Services and Business Manager *RH/KS*

Date: April 7, 1980

Subject: Management Reporting System

Attached are copies of the "special annual reports" which concentrate on particular aspects of University operations that we would like to present at the April 24th Board of Trustees meeting.

These reports consist of:

Continuing Education

Dr. Gordon Martinen

Alumni/Foundation

Dr. Gordon Martinen

Special Course Fees

Dr. Kay Sherman

Retention of Students

Dr. Kay Sherman

Institutional Data Reference

Planning & Budgeting Services  
(Distributed under separate cover)

RAH/dlb

enclosures

Eastern Washington University  
Management Reporting System

Report Number Three

Continuing Education - 1980

Prepared by:  
Extended Programs  
April 1980



## EASTERN WASHINGTON UNIVERSITY

### Management Report-Extended Programs Prepared March 31, 1980 by Dr. Gordon Martinen

Eastern Washington University has a rich tradition in extending educational services to citizens in the region and the state. One of the earliest documented continuing education programs was begun on September 1, 1908, when EWU, as a normal school, developed a Rural School Department and faculty from the State Normal School went off campus to the rural school districts to assist those teachers in school teaching methods.

In 1917 the state legislature authorized a Department of Extension Services. Since authorization, the Spokane region has served as a major student learning laboratory and continuous efforts have been maintained to identify and provide educational services for this regional area. The demand for educational programs in the Spokane area has been strong with Eastern providing services as early as 1948 with eighteen courses. In the ten year period between 1958-1968 EWU offered an average of one hundred courses per year in the Spokane area.

The demand for educational programs in the latter part of the 1960's resulted in the establishment of several academic programs in Spokane. They include Journalism (1971), Dental Hygiene (1971), internship at Veterans' Hospital (1974-75), Nursing Consortium (1969). These programs combined with Eastern's student teaching program in Spokane which was initiated in 1937. Recently, as part of SPHERE, EWU has supported an evening degree program in Organizational Mass Communication.

As a Regional University, Eastern is involved with a variety of programs at sites away from the campus at Cheney which lead to fifth year certification for school personnel and programs leading to a masters or baccalaureate degree. Recent action by the Council for Postsecondary Education has narrowed the scope of program and course offering in our service area. In compliance with the CPE guidelines, EWU now provides educational services to constituents in its region under the following conditions:

- 1) The educational service requested is a component in a qualified degree program.
- 2) The program has qualified and been accepted in the initial inventory of off-campus programs.
- 3) Half the students, or the majority, are matriculated in a degree or certified program.
- 4) If the service is part of a fifth year teacher certification program, the credit hours made available must be within the limit determined by the number of fifth year study plans on file for each location awarding the certificate.

Management Report-Page 2

- 5) If the program is out of the Eastern Washington University region, generally a twelve county area east and north of the Columbia River, then concurrence must be gained from the host regional institution and CPE.
- 6) Programs outside the 25 mile radius of the EWU campus service area and within 25 miles of a private institution must gain concurrence from the private institution and CPE.

If all of these conditions are satisfied, then educational services can be delivered.

This past year Eastern Washington University has provided educational services in eighteen counties in Eastern Washington. All the courses presently offered are part of degree programs that were established in the various locations prior to August of 1979.

Eastern has worked closely with Central Washington University and Columbia Basin College in providing a number of degree programs in the Tri-Cities. Through SPHERE, EWU has maintained a meaningful dialogue with Whitworth, Fort Wright, Gonzaga, and District 17 on the interrelationship between the programs and courses offered by each institution. The development of the West Plains Educational Center at Fairchild Air Force Base is one product of these conversations.

The following matrix details the level of activity at each of the major centers.

1979-80 Off-Campus Enrollments

	Tri-Cities	FAFB	Spokane	All Other	Total
<u>FALL 1979</u>					
Classes Offered	15	-0-	138	24	177
SCH Generated	1074	-0-	5258	1840	8172
Number of students	301	-0-	1440	525	2266
<u>WINTER 1980</u>					
Classes Offered	18	2	167	111	298
SCH Generated	466	166	9349	1606	11,587
Number of students	128	44	2761	288	3221
<u>SPRING 1980</u>					
Classes Offered	20	3	205	99	327
SCH Generated	339	133	7478	4558	12,508
Number of students	116	41	2002	648	2807



Eastern Washington University  
Management Reporting System

Report Number Four

Alumni Foundation

Prepared by:  
Extended Programs  
April 1980

EWU Alumni Office/Association  
Management Report  
Prepared March 31, 1980 by  
Isabelle Green, Director, Alumni Relations

SUMMARY

The mission of the EWU Alumni Office/Association is to organize alumni and friends in support of Eastern Washington University. Alumni expenditures break into three major categories in support of this mission: records, service and outreach.

RECORDS

Accurate records are the basis of all alumni/foundation functions. Without accurate records there is only the sign on the office door.

Over one-half of all EWU Alumni (approximately 50,000) have graduated from or attended Eastern since 1973. The records section started the required updating functions in 1976 and has improved slowly but steadily since that time. A dramatic increase in record accuracy, information depth and information manipulation will be accomplished by 1981, enabling the alumni/foundation units to operate on a more cost effective, market effective basis.

The records function is directed by professional staff. The alumni/foundation office maintains the only centralized, in depth EWU graduate records.

SERVICE

The EWU Alumni Association and the EWU Foundation are separately incorporated bodies and both are, by definition and constitutional mandate, dedicated to the support and assistance of Eastern Washington University. Historically, the Alumni Association has concentrated its efforts in the areas of scholarship, student recruitment, professional development and friend making. The Foundation is primarily concerned with fund raising.

The EWU Alumni Association offers service to its alumni body in various forms of group activities (insurance, travel, social, cultural and professional activities) as well as development of programs and communication methods to enhance the use of University services such as Continuing Education and Career Planning/Placement.

The service aspect of the alumni office function is guided by the EWU Alumni Board which acts in a policy/advisory capacity as well as being directly responsible for Association sponsored programs and events.

OUTREACH

Alumni activities in this area include information activities (publications and communications via radio, television, newspaper, newsletter, special brochures, bulletins, Perspective, etc.), friend making activities (social gatherings, reunions, homecoming), involvement activities (chapters and area events and meetings, volunteer projects in support of student recruitment, professional development, fund raising, continuing education, community service, cultural events and board meetings.)

These programs are directed by professional staff with the assistance of volunteers.



EWU Alumni Office/Association  
Management Report  
 Prepared March 31, 1980  
 Isabelle Green, Director, Alumni Relations

<u>Description</u>	<u>78/79 (a)</u>	<u>79/80 (b)</u>	<u>80/81 (c)</u>
<b>RECORDS:</b>			
Alumni/Foundation File Size	20,000	38,842	50,000
Corrections/Updates to File	9,600	15,000	30,000 (d)
Dept. Requests for Printouts	10	18	30
Lost Alum Tracer Cards Mailed	0	3,027	8,000
Cards Returned with Updating Information	0	798-26.4%	35%
Number of Donors	383	1,500	2,300
Amount of Contributions	\$44,292	\$95,968	\$230,000
Number of Faculty/Staff Contributing	50	75	125
Amount of Faculty/Staff Contributions	\$ 2,541	\$ 3,597	\$ 5,000
Deferred Gift Contracts	0	0	\$150,000
Data Entry-Computer Terminal (Acquired August 19, 1979)	0	3 hrs per day	5 hrs per day
Records Manager - Time on Records	30%	50% 6 mo 100% 6 mo	110%
Full-Time Records Assistant (Started March 17, 1980)	0	100%	110%
Work-Study Students	2      3 hrs Students/ a day	4      2 hrs Students/ a day	6      2 hrs Students/a day
Volunteer Rund Raisers	4	30	50
Foundation Board Members	14	24	35
(a) Actual figures from records. (b) Actual figures to date projected to year's end. (c) Actual guesstimate. (d) This volume will be possible due to new computer program capabilities, computer terminal input, and projected increased records staff hours.			
<b>SERVICE: (e)</b>			
Scholarships	12	12, plus endowment base of \$8,058	12, plus endowment base of \$15,000
Student Recruitment	Volunteer programs in rural areas. Campus tours.	Alumni used in Admissions Programs 10	Alumni used in Admissions Programs 25
Professional Development	High School Counselor Workshop-25	Coordination and publicity of Cont. Ed. Programs. Special Mailings- 50	Coordination and publicity of Cont. Ed. Programs. Speical mailings- 50-100
Friend Making/Fund Raising	Staff Contacts-36 Volunteer Contacts- 50	Staff Contacts-50 Volunteer Contacts- 500	Staff Contacts-100 Volunteer Contacts- 1000

<u>Description</u>	<u>78/79</u>	<u>79/80</u>	<u>80/81</u>
Group Service to Alumni			
Travel	12	24	50
Insurance	0	3	50
Professional Activities	25	100	200
Social-Informational	250	500	750
Cultural	500	750	1000
Special Mailings			
Service Oriented	2	8	12

(e) Figures indicate approximate participation level-people involved (except special mailing category).

#### OUTREACH (f)

Alumni/Parent Publication			
Review	3		
Perspective		6	10
Special Event Mailings	6	12	24
News Releases/PSA's etc. (See Publication Staff Report)			
Newsletters - Department	2	6	20
Newsletters - Alumni Office	2	10	12
Traditional Activities			
Homecoming, Reunions, etc.	5	8	8
Board Meetings			
Involvement Activities			
Area Meetings, Special Projects	3	30	60

(f) Number of activities/issues per year

#### General Responsibilities:

Professional staff also spends considerable time in support of University community and public service projects and in intra- and inter-institutional meetings.



Eastern Washington University  
Management Reporting System

Report Number Five

Special Course Fees

Prepared by:

Provost for Academic Affairs

April 1980

# Memo



To: Dr. H. George Frederickson, President  
From: Katherine S. Sherman, Provost for Academic Affairs  
Date: April 3, 1980  
Subject: Special Course Fees

The Council for Postsecondary Education's "Laboratory and Course Fee Report" of November 1977 made recommendations on special course fees. Three kinds of special fees were allowed:

- (1) Laboratory and course fees which "provide a tool which becomes the property of the student"
- (2) Laboratory and course fees which "provide a pooled purchase of a service not normally rendered by the institution"
- (3) Laboratory and course fees which "provide a safeguard against overuse of materials or services beyond a level deemed necessary for completion of the course"

Attached is a current list of all courses which require payment of a special fee. These courses meet the CPE criteria for assessment of extra fees.

A student could graduate from Eastern without ever having to pay a special course fee. If he or she elects certain majors, however, special fees would be unavoidable. Courses bearing extra fees are required of all majors in:

Home Economics: Food Labs (2)	\$20.00
Recreation & Leisure Services: field trips	\$15.00 and \$20.00
Social Work: field trips	\$25.00

Students selecting certain options within the following major programs also must take fee bearing courses:

Art: photography option (5 courses)	\$149.00
Education: instructional materials course	\$ 15.00
Home Ec: home management course	\$ 10.00
Industrial Ed: wood, metals, graphics options (5 courses)	\$ 10.00 - \$110.00
Physics: photography option (3 courses)	\$130.00

KSS:e  
Attachment



<u>Dept.</u>	<u>Course Number</u>	<u>Title</u>	<u>Credits</u>	<u>Required for Gen. Ed. or Major/Minor</u>	<u>Special Fee</u>
Art	304	Art of Photography	5	Elective for selected majors	\$37.00 supplies
Art	307	Basic Design	5	No fee if core requirement	5.00 lab
Art	325	Ceramics, Beginning	5	" "	5.00 lab
Art	346	Jewelry	5	" "	5.00 lab
Art	360	Printmaking	5	" "	5.00 lab
Art	361	Papermaking	5	" "	5.00 lab
Art	365	Sculpture	5	" "	5.00 lab
Art	380/480	Textile Design	5	" "	5.00 lab
Art	381/481	Weaving	5	" "	5.00 lab
Art	396	The Camera	2	Elective for selected majors	25.00 supplies
Art	396	Negatives & Prints	2	" "	25.00 supplies
Art	396	Princ. Photo Design	1	" "	25.00 supplies
Art	404	Art of Photography	5	" "	37.00 supplies
Art	425	Ceramics	5	No fee if core requirement	5.00 lab
Art	446	Jewelry	5	" "	5.00 lab
Art	450	Workshop in Art	5	" "	5.00 lab
Art	460	Studies in Art Printmaking	5	" "	5.00 lab
Art	465	Sculpture	5	" "	5.00 lab
Art	525	Advanced Ceramics	5	" "	5.00 lab
Art	560	Advanced Printmaking	5	" "	5.00 lab
Art	565	Advanced Sculpture	5	" "	5.00 lab
Biology	332 333 334	Human Anatomy & Physiology	5	Not required	17.50 lab fee for the sequence
Education	161	Driver Ed., Beginn.	1	Not required	15.00 lab
Education	463	Production of Instructional Materials	5	Elective for selected majors	15.00 supplies

## EWU - Special Course Fees

<u>Dept.</u>	<u>Course Number</u>	<u>Title</u>	<u>Credits</u>	<u>Required for Gen. Ed. or Major/Minor</u>	<u>Special Fee</u>
Education	497/597	Newspaper in Classroom	2	Not required	\$15.00 supplies
Education	497	The Forests	3	" "	25.00 transp.
Education	497/597	Project Learning Tree	3	Not required	25.00 transp.
Education	497/597	Teacher Effectiveness Training	3	Not required	54.00 lab
English	417/517	Writing Workshop in Poetry, held in Ireland	5	Not required	341.00 partic. fee
Home Ec.	253	Food Preparation I	5	Required for major	10.00 lab
Home Ec.	353	Food Preparation II	4	" "	10.00 lab
Home Ec.	459	Home Management	3	Required for selected majors	10.00 lab
Industr. Ed.	260	Wood Products & Proc.	4	Required for selected majors	2.00 - 22.00 for materials
Industr. Ed.	282	Metals Technology	4	" "	" "
Industr. Ed.	322	Plastic Mat. & Proc.	4	" "	" "
Industr. Ed.	365	Graphic Communica.	4	" "	" "
Industr. Ed.	468	Offset Lithography	4	" "	" "
Journalism	349	Photojournalism	4	Required for selected majors	20.00 lab
Military MSc	125	Rifle Markmanship	1	Not required	3.50 supplies
Mod. Langs.: French	201/202	Eighth Annual Institute of French Lang., to be held in Nice, France	10	Not required	1,404.00 transp., food, partic. fee
Spanish	597	Spanish Culture Institute to be held in Madrid	8	Not required	135.00 partic. fee
Physics	350	Elements of Photography	5	Required for major/minor	35.00 lab (45.00 being proposed)
Physics	351	Advanced Photography	4	" "	47.50 lab*
Physics	440	Advanced Darkroom Tech.	5	Not required	47.50 lab*
HPERA: P.E.	125	Canoeing	1	Not required	15.00

\*\$55.00 being proposed



<u>Dept.</u>	<u>Course Number</u>	<u>Title</u>	<u>Credits</u>	<u>Required for Gen. Ed. or Major/Minor</u>	<u>Special Fee</u>
P.E.	125	Rafting, Beginn.	1	Not required	\$15.00
P.E.	125	Skiing: GLM (Beginn.) at 49 Deg. N.	1	" "	90.00 - 6 lessons, lift & equip.
P.E.	125	Skiing, Intermed. at 49 Deg. N.	1	" "	54.00 - 6 lessons, lift
P.E.	125	Skiing, Advanced - 49 Deg. N.	1	" "	" "
P.E.	125	Skiing, Freestyle at 49 Deg. N.	1	" "	" "
P.E.	125	Skiing: GLM (Beginn.) at Mt. Spokane	1	" "	75.00 - 6 lessons, lift & equip.
P.E.	125	Skiing: GLM (Beginn.) at Mt. Spokane	1	" "	48.00 - 4 lessons, lift & equip.
P.E.	125	Skiing: Intermed. at Mt. Spokane	1	" "	45.00 - 6 lessons & lift
"	"	Skiing: Advanced	1	" "	"
P.E.	125	Skiing: Cross Country, Campus & Mt. Spokane	1	" "	15.00 - 9 lessons & equip.
P.E.	125	Cross Country Ski, Campus & Mt. Spokane	1	" "	" "
R.L.S.	205	Outdoor Related Sports	3	Required for selected majors	15.00 field trips
R.L.S.	206	Wilderness Backpacking	3	" "	" "
R.L.S.	100/200	Recreation & Leisure Svcs. in Washington	1	Core require- ment for major	20.00 field trips (\$40.00 being proposed)
R.L.S.	260	Professional Activity Lab	3	Required for selected majors	15.00 field trips
R.L.S.	305	Winter Related Sports	3	" "	" "

<u>Dept.</u>	<u>Course Number</u>	<u>Title</u>	<u>Credits</u>	<u>Required for Gen. Ed. or Major/Minor</u>	<u>Special Fee</u>
R.L.S.	497	Canoeing, Basic	2	Not required	\$15.00 field trips
R.L.S.	497	Canoeing Skills	3	" "	25.00 "
R.L.S.	497	Outdoor Prog. for the Handicapped	Var.	" "	15.00 "
R.L.S.	497	River Rafting, Basic	2	" "	" "
R.L.S.	497	River Rafting Skills	2	" "	" "
R.L.S.	497	Sailing, Intro.	2	" "	" "
R.L.S.	497	Sailing, Advanced	2	" "	" "
R.L.S.	541	Outdoor Prog. for the Handicapped	Var.	" "	" "
SWK	530	Community Context of Practice	5	Required for major	25.00 field trips



Eastern Washington University  
Management Reporting System

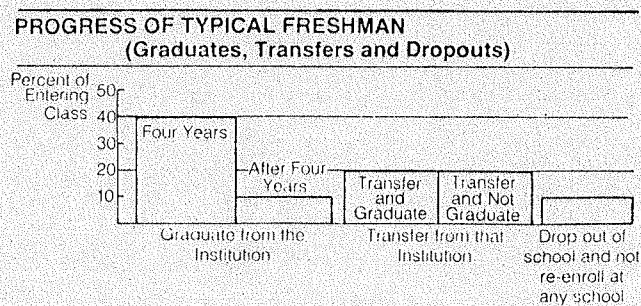
Report Number Six

Retention of Students

Prepared by:  
Provost for Academic Affairs  
April 1980

## Retention of Students at EWU: A Progress Report

The drop-out rate of college students in recent years has become a national problem. The American Council on Education last December revealed that only four out of ten entering freshmen are likely to receive a bachelor's degree from the same institution within four years, and although some of these will transfer successfully to other institutions, three out of ten will never obtain a degree. Most disturbingly, the study found that first-generation college students and students with poor academic achievement records are the most prone to leave. Financial problems were the major reason given for leaving. The following chart makes the national pattern plain.



A study by the National Center for Higher Education Management Systems and the American College Testing Program in 1979 revealed that in four-year public institutions across the nation, 34% of the entering freshmen drop out during or after the first year, and that another 10-11% drop out during or after the sophomore year. And the drop-out rate of these groups has been steadily increasing over the past four years.

Although we have no statistics exactly comparable with these studies, Eastern's drop-out rates appear consistent with the national pattern. A study of drop-outs between Fall 1978 and Winter 1979, and between Winter 1979 and Spring 1979, showed that they average 18% of the total headcount for each of the quarters. This does not mean, however, that we are doing better than the national average, for further attrition undoubtedly takes place during the summers. The new student data base now being programmed into our computer will allow us to generate follow-up statistics and to compare our progress with national trends.

Last June a decision was made to begin to work on ways to keep more students at Eastern. A committee of faculty and administrators was formed to study our drop-out patterns, and to recommend moves to improve retention.

The Committee found that at Eastern, freshmen and Graduate students had the highest withdrawal rates and that there was no significant difference in drop-out rates of men and those of women. The Committee analyzed the chief needs in improving retention to be:



1. Finding more effective ways to deal with students' financial and personal troubles, and doing so early in the year.
2. Providing increased help to students with inadequate educational backgrounds for college.
3. Improving departmental and central advising.
4. Demonstrating the value of college, in part by more aggressive assistance in career planning and placement.
5. Improving institutional attitudes towards students.
6. Providing increased personal contact with professors and improved teaching.

In support of these needs, 63 concrete recommendations were made, the majority for administrative areas where immediate changes could be made. The following are a few of the improvements made during the current academic year:

1. Professionalization of the general advising office, including the training of new staff and initiation of a special program for students on academic probation. This program provides referral for remedial help and regular appointments with advising for check-ups on progress.
2. Creation of a special "Advisement Week" early in each quarter's registration period, during which faculty members were almost constantly available in their offices to advise major students. Already, the registration pattern is changing, so that students are registering early, in order to take advantage of this advice, instead of during the quarter breaks when faculty are not readily available.
3. Increased financial aid for students, and improved processing time for applications. The Financial Aid Office has given out 36% more aid this year than last year. The Registrar's Office refers students who plan to withdraw to Financial Aid for emergency loans or other help.
4. Awareness in all administrative departments of the importance of an attitude of welcoming and positive assistance towards students. Changes in staff have been made in a number of areas to produce this kind of atmosphere.
5. An increase in the quality, quantity, and number of student social activities. There have been new general activities (such as a hay ride, a wine and cheese-tasting party, and weekend dances) and new residence hall programs. More students are staying on campus during the weekends.

6. An outreach program by the Career Planning and Placement Office. In each classroom building, a career and placement adviser spends one day a quarter at a centrally-located table, providing information and arranging appointments for students.
7. Increased number of students referred to the Learning Skills Center for training in basic reading, math, and study skills. Students are automatically referred to the Center by Advising if they appear to be having trouble. Students can also be referred to special remedial tutoring sections in the Mathematics and English departments.
8. A training program for residence hall staff (upperclassmen and Graduate students who live in the dorms and help the younger students) and student dorm officers, including leadership and counselling skills. Regular workshops are held, and hall staffers now have weekly staff meetings and on-the-job supervision.
9. The appointment of Grant Smith as Assistant Provost for Instructional Enhancement on a quarter-time basis. He is working on methods for dealing with the problems in the classroom which produce drop-outs.

These steps have already begun to show improvement in our retention patterns. The following table shows that the number of drop-outs is remaining about the same, in spite of an increase of 711 students in Fall 1979 over Fall 1978, and of 551 students in Winter 1980 over Winter 1979.

COMPLETE WITHDRAWALS

	<u>Winter 1980</u>	<u>Fall 1979</u>	<u>Spring 1979</u>	<u>Winter 1979</u>	<u>Fall 1978</u>
Total students enrolled	7762	7724	7266	7211	7013
Total withdrawals	281	351	217	245	359
Percentage of withdrawals	3.6%	4.5%	3.0%	3.4%	5.2%

These data suggest that while we are attracting more students, we are not finding a commensurate increase in drop-outs. We believe that our retention efforts are beginning to show.

Eastern has special problems in the retention of students because of its high percentage of commuting students, older students, and its separate facilities at the Bon. Also, we should expect at least half of our present attrition rate to be for reasons with which the University cannot be properly concerned. Thus, our retention problems are complex and not amenable to any permanent solution. But a concern for retention clearly reflects our concern about how well our students succeed in the instructional process, and demonstration of that concern will in itself make students feel more welcome.



PERSONNEL ACTIONS - Academic

1. Appointments

Rankka, Kristine M., Visiting Librarian I, from March 24, 1980, through June 30, 1981; term appointment. Salary: \$14,450 annual. (B.A., M.L.S., U. of Washington. Previous experience: Assistant Librarian, Reference Library, Seattle Art Museum, Oct. 1978 - Oct. 1979)

Sholz, Allan T., Visiting Assistant Professor of Biology, academic year 1980-81 and 1981-82; term appointment. Salary: \$14,400 for first year of contract (\$15,400 if doctorate completed by Sept. 1980) (B.S., M.S., U. of Wisconsin. Previous experience: Field and Laboratory Assistant - Limnology, U. of Wisconsin, 1968 to 1975)

2. Leave of Absence (without pay)

Arnold, Richard D., Associate Professor of Management; extension of leave of absence for an additional academic year, 1980-81.

Hernandez, Santos H., Assistant Professor of Social Work; extension of leave of absence for an additional academic year, 1980-81.

Rowland, J. Herbert, Assistant Professor of German; leave of absence Fall Quarter, 1980.

3. Emeritus Rank

Hagelin, Richard H. (1952), Professor Emeritus of Health and Physical Education, effective Aug. 15, 1980.

Smith, Russell J. (1955), Professor Emeritus of Accounting, effective Dec. 12, 1980.

Stredwick, Ralph P. (1957), Professor Emeritus of Education, effective June 30, 1980.

4. Change of Status

Cogley, John P., from Visiting Assistant Professor of Recreation & Leisure Services, term appointment, to Assistant Professor of Recreation & Leisure Services, probationary appointment, effective September 1980.

PERSONNEL ACTIONS - ADMINISTRATIVE

1. Appointments

Maurer, Terry, Director of News Services, effective April 11, 1980.  
Salary: \$24,000 annual

Thompson, Duane, Acting Provost for Academic Affairs, effective  
May 23, 1980.

2. Resignations

Briggs, Phillip, Director of Communications Services, effective April 1,  
1980.

Sherman, Katherine, Provost for Academic Affairs, effective May 26, 1980.